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ABSTRACT

Two introductory manuals, written as part of a practicum to meet the staff needs in the Philadelphia, Pennsylvania School District's severely/profoundly impaired (SPI) programs, focus on selecting goals and activities that are age appropriate for SPI students. Introductory materials review judicial rulings regarding Philadelphia's services for SPI students and summarize the literature on curriculum. A 1980 evaluation of the district's programs and recommendations is discussed. General practicum goals and the study methodology are outlined. The appendices, which make up the greater part of the document, contain the two manuals. The first manual covers age appropriate issues for children 4-6 years old and the second, 6-8 years old. Characteristics of children at each age level are specified and activities and materials for SPI children are suggested for the following areas: (1) personal maintenance, (2) interpersonal communication, (3) functional academics, (4) recreation/leisure, (5) domestic maintenance, and (6) vocational skills. (CL)

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An Introduction to Selecting Appropriate Goals and Activities For The Severely/Profoundly Impaired That Are Appropriate For Their Age.

(Using Curricular Domains)

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An Introduction to Selecting Appropriate Goals and Activities For The Severely/Profoundly Impaired That Are Appropriate For Their Age.

(Using Curricular Domains)

Presented to
Practicum Coordinator
Ed. D. Program in Early Childhood Education

Extended Practicum Report

Nova University
Cluster VII

By
Yvonne Arnold
May, 1983

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ABSTRACT

Teachers often become frustrated by the lack of information on selecting goals/activities that are appropriate for the age of the severely/profoundly impaired (S.P.I.) students they teach.

The evaluation of the Philadelphia, Pennsylvania School District's S.P.I. programs by the team of Dr. L. Larsen and Dr. Marion Panyan recommended that all activities and materials used with the S.P.I. student be age appropriate. The Philadelphia Public School District, after receiving the evaluation report and Judge Edward Becker's decision, decided to incorporate the curricular domains as defined by Brown (1976) as a part of the S.P.I.'s individual educational plan (I.E.P.).

This practicum involved meeting staff needs by the writing of two introductory manuals on the selection of goals/activities that are appropriate for the age of the S.P.I. student.

Evaluation of the manuals, by a panel of experts in the field of Exceptional Child Education, has shown that the performance standards for the practicum goals were successfully met.

Chapter I

Introduction

A. Facility Location and Background Information

District Eight, of the Philadelphia, Pennsylvania, Public School System, is located in the far northeast geographical area of the city. It is bordered by the Delaware River on the east, parts of Bucks and Montgomery Counties on the north and northwest. Three streets comprise the southern border, Levick Street, Oxford Avenue and Rising Sun Avenue. However, there is some overlap in the southern section as streets intersect and change names frequently. Upon examination of a map, the lines between districts appear to be clearly divided.

According to the United States Department of Commerce, Bureau of Census, Population Report of April 1, 1980, there are 188,420 residents in this northeast community of the city of Philadelphia, Pennsylvania. There are more Russian immigrants, sponsored by the Jewish Family Service, located in the northeast Philadelphia area than ever before. Black and Oriental groups have more than doubled in population. However, the socio-economic status remains in the middle-upper middle class.

Within this geographical area, there are presently five schools that educate students classified as severely/profoundly impaired (S.P.I.).

In 1962, Weber described the characteristics of the totally dependent mentally handicapped as being composed almost entirely of definite clinical defectives. Mental retardation in these cases is caused by some obvious injury or defect. He states further that a good many of the children classified as totally dependent mentally handicapped are mongolids (Downes Syndrome), cretins, microcephalics and hydrocephalics. The intellectual functioning range is generally 0-25 with a mental age of less than one month to three years but never any more than that. In 1977, The Federal Register in its Implementation of Part B of the Education of the Handicapped Act, section 121.5 Handicapped children, number 5, defines the Severely/Profoundly Impaired (S.P.I.) student as multihandicapped. Multihandicapped, in this definition, means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

Within this northeast geographical area of the Philadelphia School District, District Eight, there are presently five public schools that educate the students classified as Severely/Profoundly Impaired (S.P.I.). Those facilities are listed as follows:

Elementary	Location	Number of Classes
Farrell	Castor Avenue and Fox Chase Road	3
Shallcross	Byberry and Woodhaven Roads	10
Spruance	Levick and Horrocks	4
Middle School		
Rush	Knights and Fairdale Road	2
Senior High School		
Washington	11000 Bustleton Avenue	1

These five public schools service approximately 160 S.P.I. students from the age of 4 years 7 months to 21 years of age. The majority of S.P.I. students reside in private licensed facilities; few live at home.

It was not until 1972 and the passage in Pennsylvania, of The Right to Education Act, that the S.P.I. student had an opportunity to be educated outside of a state or private licensed facility. It has been this writer's experience to observe S.P.I. individuals in both state and private institutions, where beyond diapering, feeding and bathing, little if any programs were provided. In both types of institutions overcrowding and understaffing was prevalent. This is not to say that some programs did not exist. Some programs did -- but only for the 'more capable' residents.

During the calendar period of September 1, 1972 to August 31, 1974, this writer was a Program Specialist for the Department of Public Welfare/Office of Mental Retardation under the aegis of Title I Elementary and Secondary Education Act (PL89-313). As a supervisor of Title I Programs, this writer had the opportunity to review Title I proposals, observe programs and participate in programming activities in both state institutions and private licensed facilities located in Bucks, Montgomery, Chester and Philadelphia Counties. This particular geographical area is known as the Southeastern Region of Pennsylvania, Region 4.

B. Writer's Role and Responsibilities

As an Instructional Advisor for the Philadelphia School District, this writer presently works out of the District Eight Office of Special Education and services two schools. These schools are the J. H. Brown Elementary School and the Stephen A. Decatur Elementary School. Due to the illness of several other Instructional Advisors, this writer, during the months of April through June, 1982, was assigned also the Thomas Holme and J. H. Moore Elementary Schools. While many of the duties assigned are supervisory in nature, this is neither the role nor function of an Instructional Advisor.

This writer's role and responsibilities include being a resource person for all faculty members. Materials, programs and methods are suggested that may be helpful to the teacher in the regular classroom who in receiving a student through the "mainstreaming" program or a student the teacher feels needs a 'little' more help but is not a candidate for referral to special education.

Another facet of an Instructional Advisor's function is to assess a student's academic skills or potential. The assessment includes the use of standardized testing instruments and informal assessments. The student is observed in a variety of situations. He/she may be in class, on the playground, at lunch, entering/leaving the school or in an art, music or gym class. When a parent requests it, the student may be observed in his/her home situation.

Each Instructional Advisor is a core member of both the Pre-Child Study Evaluation Team, (P.C.S.E.T.), and the more formal Child Study Evaluation Team, (C.S.E.T.). The Pre-C.S.E.T. acts upon an initial referral. This team determines whether or not the student's learning adjustment needs can be met through regular educational programs.

These programs are: counseling, remedial reading, health services, tutoring, extra curricular activities, community service, motivation programs, alternative programs. All available records are reviewed at this meeting. Should further evaluation be indicated, the parent is notified. Permission to do a more indepth evaluation is requested at this time. This team (P.C.S.E.T.) is comprised of the principal or his designer, the counselor, the instructional advisor and sometimes the psychologist may attend.

The C.S.E.T. functions after all formal evaluations have taken place. The team, together with the parent(s), determines the best educational program indicated for the student. This team is comprised of the principal, the counselor, the psychologist, the nurse, the teacher(s), the parent(s) the instructional advisor, in essence, all of those who have pertinent information about the student. Once this process has been completed, all the information is forwarded to the district special education office.

This author also serves on the district Child Study Review Committee, (C.S.R.C.). It is the responsibility of the C.S.R.C. to determine if the proper educational program has been recommended. Those involved in making this decision are the district special education supervisor, the psychologist and the instructional advisor.

Once these three procedures have been completed, arrangements for the Individual Educational Program (I.E.P.)

conference are made. At this conference, the instructional advisor is responsible for making the parent(s) aware of their and the school district's rights and responsibilities under P.L 94-142. The initial I.E.P. is developed at this time. If the parent(s) approve of the I.E.P., the program and placement, the due process is signed. The student's program can then be implemented.

In a leadership role, the instructional advisor serves as a consultant and conducts workshop/inservice programs. As a consultant, this writer works with all personnel levels. Workshops/inservice programs are conducted on the school, district and city wide basis.

Chapter II

Study of the Problem

A. Description of the Problem

During 1980, a suit was filed by the parents of Joseph Lascoff against Dr. Richard Glean, Supervisor of the Programs for the Severely/Profoundly Impaired, and Dr. Winfred Tillery, Executive Director of Special Education, for ineffective programming for the S.P.I. student.

Edward Becker, United States District Judge for the Eastern District of Pennsylvania, heard the case. The parents of Joseph Lascoff, an S.P.I. student residing in the Grenwitch Home in the southeast area of Philadelphia's School District 3, thought their son was not receiving an appropriate educational program. They brought suit against the School District of Philadelphia, Pennsylvania, naming Drs. Glean and Tillery as the parties responsible.

The decision Judge Edward Becker handed down has had far reaching effects in programming for the S.P.I. student. He found that the assessments used were not being utilized to the maximum degree, or were not adequate assessments for the S.P.I. student. There appeared to be, in Judge Becker's opinion, little relationship between the assessment, the individual educational program and supervisory/administration follow through. As a result of Judge Becker's decision, each school district in the city of Philadelphia was required to use specific assessment tools for evaluation and programming for the S.P.I. student. Some of these assessments are the Camelot Scale of Adaptive Behaviors, the Balthagar Developmental Scale, Compet II, the Wabash Guide, the Denver Developmental Scale and the Portage Guide to Early Education. As a part of the supervisory/administrative follow up, a tracking system was devised that had to be charted by the teacher for each individual student. This chart is placed in a prominent area of the classroom, checked and initialed by the instructional advisor as each step is completed. The information is then checked and recorded on a separate chart by the special education supervisor. These latter supervisory charts are kept on file in each district special education office.

Another important aspect of Judge Becker's decision involves citywide program reviews by various teams of educators from other state Departments of Education. In their fact finding recommendations, Larsen and Panyan (1980) stated that all activities for S.P.I. students be made age appropriate. (Appendix A) These activities should be reflected in the student's daily schedule and have a direct relationship to each individual program (I.E.P.).

Upon receiving the recommendations, the Philadelphia School District decided to use Brown's (1976) Curricular

Domains when writing I.E.P.s for S.P.I. students. These domains are listed as follows:

1. Personal Maintenance (Self-Help)
2. Domestic Maintenance
3. Recreation/Leisure
4. Vocational
5. Interpersonal Communication Skills
6. Functional Academica
7. Social (To be included in all)
   (Appendix B)

The difficulties, anxieties and frustrations the teachers have expressed verbally are in not being able to write age appropriate long and short term goals for the S.P.I. student and that no sepcific information has been made available to aid them in this area.

B. Documentation of the Problem

Larsen and Panyan (1980) in their evaluation of Philadelphia's S.P.I. programs, found that only 20% of the targeted classes were involved in detailed programs and were appropriately scheduled in the teacher's daily lesson plans.

This writer was involved in two of the targeted S.P.I. schools: the Torresdale Elementary School and the Pinehill Rehabilitation Center. Teachers are frustrated with the task of writing the mandated aga appropriate activities both on a scheduled daily plan and even more so on an I.E.P.

These concerns have been expressed verbally to this writer by teachers and some instructional advisors.

Furthermore, Larsen and Panyan stated that only 33% of the S.P.I. - I.E.P.s contained specific educational activities to meet short term objectives.

Until the Right to Education Act in 1972, the few existing programs were based upon the resident's ability to perform/maintain specific skills which included motor development, basic living skills, some academic and vocational skills, and as previously mentioned, were only for the more capable student. The Consent Agreement of May, 1972, mandated that all students be educated and trained from birth to twenty-one years of age. It was through this mandate that Compile, (Commonwealth Plan to Identify, Locate and Evaluate Mentally Retarded Students) and Compet, (Commonwealth Plan to Educate and Train Mentally Retarded Students) were initiated. The initial Compet was based on diagnostic and prescriptive techniques in the skill areas of motor development, basic living skills, academic, social, and career training. In September of 1973, through what was then known as the Right to Education Office, the court-appointed masters established the Compet Revision Committee. The Committee reviewed the initial Compet document and incoporated comments of the implementors and then made suggestions for its improvement. The result was Compet II. Compet II consists of six components. Each is geared toward the diagnostic-prescriptive approach for the educable, trainable and the severely/profoundly retarded student at his/her development level. Additional areas are perceptual and cognitive development. However, Compet II did not appear until 1978. The guide is developmentally oriented and not age appropriate in student activities.

To recall for the reader, the suits filed against Drs. Tillery and Glean for ineffective programming for the Severely/Profoundly Impaired (S.P.I.) students, and Judge Edward Becker's decision in this case, involved an evaluation of Philadelphia's Educational Programs for the S.P.I. student. The team of Dr. L. Larsen and Dr. Marion Panyan, of Johns Hopkins University, evaluated the S.P.I. programs during March 20-21, 1980. In the evaluation report of April 1, 1980, the team recommended that all activities and materials used with the S.P.I. student be age appropriate. They further stated that age appropriate activities were needed in each of the life skills domains -- domestic maintenance, personal maintenance, recreation/leisure, vocational, interpersonal communication and functional academics. The social skills are to be included in all the domains. (Appendix B)

C. Analysis of the Problem

In analyzing the problem, as it exists, several factors must be examined. Coleman (1962) defines normality as the optimal development and functioning of an individual which is consistent with long term well being and progress. This definition implies the development of an adequate, well-integrated person of sound attitude and physical ability. Webster's (1979) definition indicates "normal" relates to, or is characterized by average intelligence or development and freedom from mental disorder.

To recall for the reader, the following information was related in Chapter I, Section A. The state of Pennsylvania and the city of Philadelphia's adopted Special Education Procedures were printed in The Federal Register, August 23, 1977. The Federal Register (1977) in its Implementation of Part B of the Education for the Handicapped Act, Section 121a.5, titled "Handicapped Children", number 5 of that section, defines the Severely/Profoundly Impaired (S.P.I.) student as multihandicapped. Multhandicapped, in this definition, means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term, multihandicapped, does not include deaf-blind children.

This writer has previously described past practices which were the use of skilled nursing care or a medical model to keep the student clean, fed and positioned periodically.

More specifically, as this writer has observed during September, 1980, to the present, the difficulty lies in not being able to transfer what the normal intellectually and developmentally average four and one half year old is capable of doing and then being able to relate that skill to a four and one half year old severely/profoundly impaired student. The S.P.I. students are at high risk medically and may or may not be ambulatory.

D. Relationships of the Problem to Literature

This writer, to more fully understand the intricacies involved in producing a manual that will aid teachers when selecting goals, activities and materials that are appropriate for the age of the severely/profoundly impaired (S.P.I.) students they teach, began a search of the literature.

Brown (1976) proposed that the educational programs for the moderate to profoundly impaired student should prepare them for as independent a life as is possible in the community where they reside.

In a recent study of age appropriate goal setting, Wheeler (1980) conducted a program for moderately and severely handicapped students. The program involved the use of a pocket calculator by the students when shopping in a supermarket. The program took place in the Madison, Wisconsin, Metropolitan School District, over a time span of one and one-half years. Most instruction took place in a self-contained classroom supermarket arranged to resemble an actual supermarket.

The program's success was interpreted as suggesting that the use of simple adaptive-prosthetic devices, such as a calculator and a shopping list can enhance the potential for the moderate and severely handicapped adolescent to function on a more independent level.

This writer thinks that Wheeler's study is an example of age appropriate goal planning and activity using adaptive-prosthetic devices to enhance the moderately and severely handicapped students' potential. It also appears to this writer that any creative teacher can accomplish the same or similar objectives.

Grigsby (1975) in her study of multi-handicapped children, states that her results in individualizing programs for the S.P.I. student in the areas of self-care, perceptual motor development, communication and social skills, had improved when the results of teachers, physical and occupational therapists and classroom observations were tabulated. It was interesting to note that when programs were individualized, the programs improved as well as teacher performance. While Grigsby did not use age appropriateness when individualizing the S.P.I. programs, the study is relevent to this practicum by proving that individualizing the S.P.I. student's instructional program improved both student response and teacher performance. Based on these facts, it is reasonable to assume that individualized programs using activities and materials that are appropriate for their age will be even more effective.

An interesting resource series was conducted by Haring (1975). The focus presented was on the skills and competencies needed by teachers working with severely handicapped students. Haring analyzed the application of behavior principals in a systematic program design. He further utilized this task analysis procedure for instruction in the acquisition of such basic skills as self-feeding and walking. An interesting feature, for this author, was the reference to and the importance of the practicum experience in developing teaching competencies.

In 1981, Schleien conducted a study on leisure skills for mentally retarded adults in a group home setting. Six individuals, three male and three female, participated in the program. Phase I consisted of establishing a baseline, and observing the residents' use of leisure time. Phase II involved a weekly leisure counseling session, reinforcement training and an introduction to new recreational materials. Phase III consisted of a return to the baseline during this phase counseling and reinforcement techniques were temporarily discontinued. During Phase IV instruction was reinstituted. The final results indicated a significant increase in high quality of leisure behavior among the group when the participants were counseled and reinforced when exposed to new materials. A concomitant decrease in inappropriate social behavior was noted as well. The significance of this study was, in the author's conclusion, that an acquisition of age appropriate leisure skills facilitated a decrease in stereotypic behaviors and inappropriate social skills. While this study was conducted with mentally retarded individuals in a group-home setting, the acquisition of age appropriate skills has a very realistic impact for this practicum.

A similar study was conducted by Shaughnesey (1981) in the field of art therapy. While art therapy has been mentioned as a potentially integral part of a multimodel treatment regimen for the severely retarded individual, it has not received the attention it deserves. The authors proved their point -- that art therapy -- should be considered as an integral part of a multimodel plan for intervention. Art as therapy has not been operationally defined, and many of its projective aspects are not widely accepted. The subject of the study was "Gus" (28-30 I.Q.), who after exposure to art therapy, adapted other behaviors found to be more socially acceptable. This writer believes that art as a modality, for the educator, holds no age, cognitive or physical restrictions.

Breuning (1981) studies 78 institutionalized retarded adults in their selection of goal directed activities. Specifically examined were the effect of (a) the ward staff and participant input, (b) participant input, (c) ward staff input, and (d) neither into the selection of activities. The goal directed activities were primarily arts and crafts. All four treatment conditions increased the time on task by the participant above that obtained in the baseline condition. The results reflect the importance of both ward staff and participant input into the decision making process. For this writer, the goal directed activities and joint decision making process implies age appropriate activities by the participants increased attention to task.

Feeding procedures is an example of concern for many teachers of S.P.I. students, especially when age appropriateness and social acceptance are primary factors in programming. In reviewing the maze of notes taken at various conventions, it was to this researcher's relief to find both notes and an article (brief and distributed at the 1977 Council For Exceptional Children International Convention) by Carol Gupta.

Gupta (1977) in both her presentation and the article, discussed the effects of the physical and social environment on the feeding of the severely and multiply handicapped student. The roles of both factors are presented. The physical factors, such as light, touch, sound, visual stimulation, movement, clothing and furniture are considered. Presented, as social aspects, were the student's likes and dislikes, the student's present physical abilities and current health status. Gupta did not neglect past feeding activities and makes some suggestions for altering the environment to enhance the development of feeding skills. For example, putting the wheel chairs in a semi-circle to foster a more around the table concept, or if ambulatory, to be seated as you would in a home environment.

This writer would add other dimensions, those of communication, acceptance and age appropriateness.

At first glance, the following study did not appear to be of much significance. It concerns the vocational aspect of training the severely retarded adults in sheltered workshops. However, upon rereading and reevaluating the information, this writer came to the conclusion that it is significant for this practicum. The research was conducted by Bellamy (1977) with the profoundly retarded in Oregon. While the study concerns itself with those who are able to participate in such a workshop program, the methods, techniques if you will, can be applied to others, such as those S.P.I. students in private institutions and the public school system of Philadelphia, Pennsylvania.

Bellamy's study discusses the efficiency of training severely retarded adults in sheltered workshops with frequent changes of specific jobs. He advocates the frequent changes by using an "operations" approach. The "operations" approach has its focus on teaching the workers to correctly respond to frequent cues used in vocational training, such as modeling or priming the response, or providing match to sample cues. These techniques, this writer believes, are widely used in all areas of the teaching profession and are even more evident when working with the S.P.I. student.

Bellamy fosters the viewpoint that the student's ability to respond to the cue is conceptualized as an operation. He perceives that this might increase the efficiency of task training. This approach was used successfully with three severely retarded men who learned to position small parts to matched samples. The training relied on differential reinforcement, modeling and response priming. The acquisition of the operation was assessed by measuring the responses to untrained and unreinforced probe tasks.

The S.P.I. students, in the Philadelphia public school system, are of an age when pre-vocational and vocational skills should be taught. It is a part of the special education curriculum. Some, conceivably, can be trained/taught to respond in an operational way. It does provide another avenue of approach to working with this unique population.

Haring (1975) in his discussion of the potential of the severely handicapped individual stated that a critical need exists to change any conceptual limitations on the future growth of the severely/profoundly handicapped. Haring believes that their potential is virtually unknown because effective intervention programs have not existed until recently. This writer is a strong proponent of this viewpoint.

Burton (1981) reviewed past and present practices in teaching the severely/profoundly retarded student. He discussed two approaches in working with the S.P.I. student.

The first he terms The Optimistic approach. Part of the optimistic approach, according to Burton, were attempts at the curing or "fix 'em up" philosophy. This practice, he proposes, led to egocentric wishes to have the retardate walk and talk. This obviously is an unrealistic belief.

Burton's review of the Behavioral Approach postulates that the teachers usually treat the behavior most offensive to them personally. For example, if a student is admitted to class with such maladaptive behaviors as running around the room on impulse, a runny nose, constant drooling and untoilet trained, if the the teacher finds the runny nose the most disagreeable, that will be the behavior treated. This, unfortunately, is true for many teachers. Clearly, in the writer's opinion, in a case such as the one just described, observation, assessment and age appropriate goal setting were not the primary considerations in programming for that student.

The answers for curriculum for the S.P.I. student, according to Burton and this writer agrees, lie with the teacher in the classroom after a systematic and precise evaluation of the student's circumstances have been assessed.

Burton's approach does not present anything new or unique to the field. However, it is important in that it reminds one that the student's future is the primary consideration rather than a convenience when planning age appropriate programs for the S.P.I. student.

Any review of the available literature would be remiss if available curriculum resources for the S.P.I. student were not also reviewed. To recall for the reader, Compet II, (The Commonwealth Plan to Educate and Train Mentally Retarded Students), was discussed in Chapter II, Section B. Compet II is based upon diagnostic and prescriptive techniques in the skill areas of motor development, basic living skills, academic, social, perceptual and career training. However, the activities listed are not geared to the student's age.

The Guide to Early Developmental Training, (1977) or as it is more popularly known, The Wabash Guide, is a curriculum guide that is quite comprehensive. It is written in easily understandable terms. Each chapter that deals with curriculum techniques is preceded by a developmental checklist. The curriculum material lists a goal, an action or procedure and when applicable position and other activities. The content includes:

A. Structuring the learning situation
B. Motor: Perceptual Motor
C. Cognitive Development
D. Language Development
E. Self-Care Skills
F. Number Concepts and Skills
G. Glossary of Terms
H. Training Goals
I. Equipment List

While the suggestions and examples are excellent, there are gaps as it suggests activities and goals that for the S.P.I. student would not be appropriate for their age. Many activities are geared more for the trainable mentally retarded or the educable retarded.

Another source for ideas and exploration, but one rarely sought by teachers, is the Right-to-Education Child (1977). This curriculum for the S.P.I. student contains many charting systems and check lists. The developmental taxonomies are well sequenced; however, the scoring needs to be improved.

The Allegheny Intermediate Unit, Number 3, has produced a guide, Special Techniques for Teaching the Severely and Profoundly Retarded (1978). The Allegheny Guide was developed by a group of teachers of S.P.I. students and offers some realistic and successful instructional techniques. The system includes a card file, similar in color coding to the Portage Guide to Early Education. It does not contain instructional objectives nor are age skill levels utilized.

This writer begins to wonder how a teaching curriculum can address itself to such wide variances, such as the Teaching Research Curriculum for Moderately and Severely Handicapped (1977). This particular guide is useful only for those who need to hone up on task analysis. There is a wide variance in content which appears to be geared to much higher functioning students than the S.P.I.

Bender (1976) produced the curriculum guides on the subject of teaching the Moderately and Severely Handicapped. The guides are proposed to be an answer all, from college course texts to head start programs, and even includes teaching strategies for the severely and profoundly handicapped. The strategies in this area, S.P.I., assume the student is ambulatory, can bath/shower/shave themselves. It is this writer's opinion that not only is the title misleading -- Teaching the Moderately and Severely Handicapped -- but so is the information in regard to the S.P.I. individuals.

In the process of the literature review, this writer came upon the work of Joan Wald Baken (1977). In the initial section of her programming for the severely multiply handicapped student she gave a comprehensive review of their characteristics and appropriate educational goals. These appropriate goals were not based upon age but rather the physical abilities of the students involved. Baken discussed educational guidelines and techniques for the severely multiply handicapped individual. Various general techniques are discussed, as well as specific suggestions for positioning, speech and language development. She describes the classroom teacher's role in fostering speech and language development, improving and developing attention span through imitation of task, communication skills and developing body awareness.

In a 1979 study, Burton points out that there is nothing quite as useless to a teacher as an emperically supported curriculum or an instructional objective that cannot be realized in terms of classroom conditions.

Burton's position, as this writer perceives it, is not intended to provide reasons for doing nothing but rather to emphasize the reality of the term severe - meaning grave circumstances and profound - meaning deep seated. He has used these particular terms/categories to define a particularly handicapped population that is commensurate with severe or profound intellectual capacities and physical limitations. To the reader this would appear to be more in the classification of a definition -- which it is -- but for the purposes of this practicum belongs in the literature review. The terms, severe or profound, pre-suppose an anticipated level of learning and the programming would best reflect the level of the handicap. This delineation of terms will help the teacher to select goals and activities that focus on what the student can do rather than on what the teacher wants them to do.

Kaye (1979) discusses the Individual Educational Plan (I.E.P.) in light of P.L. 94-142. In this study, four states were chosen to participate in Project I.E.P.: Alabama, New Jersey, Washington and Wisconsin. The I.E.P. remains, in this writer's opinion, a controversial and at times perplexing component of P.L. 94-142. Everyone interprets it differently. Kaye states that the I.E.P. has an effect upon the community, legislators, parents and the educational community as a whole.

According to Kaye, the states were to further define the dimensions and issues of the I.E.P. process within their educational systems. However, the study lacks in what conclusions were found in Alabama, Washington and New Jersey. Wisconsin's conclusions, briefly, were that monitoring would not prevent I.E.P. usage for other purposes, such as teacher competency nor would it threaten local autonomy. The panel did not use standardization of I.E.P. form as an increase of efficiency but stressed local flexibility to meet specific needs. I.E.P. implementation was viewed as increasing the quality of educational services for children.

This writer takes the position that the I.E.P. as a vehicle for improvement of the educational process has the most value. It is self-definitive. The I.E.P. is the planned program based upon accurate assessment of the student's needs by a multidisciplinary team. It is from the I.E.P. that the teacher further plans daily activities that will enable the students to achieve their highest potential regardless of the disability or handicap.

Kaye's (1979) study did not involve age appropriateness as a factor but has relevancy for this practicum in stressing the importance of the I.E.P. in implementing P.L. 94-142 and the implied improvement of the quality of education for all children who have specific needs.

This review of the literature has reinforced the writer's premise that more can be accomplished when programming for the severely/profoundly impaired individual. Once accurate assessments have taken place and the tasks analyzed, the goals selected will have a realistic probability of accomplishment that is consistent and appropriate for their age.

Chapter III

Anticipated Outcomes and Evaluation Instruments.

A. Statement of General Goals

There were two major goals for this practicum. The production of Introductory manual(s) on goal setting for the Severely/Profoundly Impaired (S.P.I.) student at an appropriate skill level for his/her age.

The second major goal was to have a manual available for the teachers which outlines age appropriate activities for S.P.I. students.

As an introduction, the manuals will provide the teacher with normal descriptors for a particular age level, ideas and suggestions for selecting goals/activities that are adaptable and appropriate for the age of the S.P.I. student they are working with.

One must make the basic assumption that teachers of S.P.I. students can write behavorial goals and activites. However, the teachers have expressed concern and are becoming frustrated in not being able to write goals and activities that are appropriate for the age of the S.P.I. students they teach.

The teacher is the primary provider of instruction for the S.P.I. student. This being a reasonable premise, it follows that by providing the teachers with a manual(s) that utilizes normal descriptors for a particular age level, ideas and suggestions for selecting goals/activities that are adaptable and appropriate for the age of the S.P.I. student they are working with, will reduce the level of frustration and expressed concerns.

B. Evaluation Instruments

The guide lines as described by Borg and Gall (1979) for research and development (R & D Cycle) was modified and used as the model for the development and evaluation of the manuals. Briefly, the modified version of the R. and D. Cycle included the following procedures:

1. A personal interview with each member of a panel of experts involved in the field of Exceptional Child Education.
2. Evaluation of the manuals by the panel on technical aspects, practicality, adaptability and usability as a viable tool for the teacher of the S.P.I.
3. Revision of the manuals, based upon the panel of experts review.
4. Final review of the revised manuals by Bernice B. Baumgartner, recently completing her three-year term as U. S. Governor at Large on the Executive Board of the International Council for Exceptional Children.

The above procedure, this writer believes, has indicated that the desired goals of this practicum have been achieved according to the stated goals. The first goal was to produce introductory manuals that will aid the teachers in their selection of goals, activities and materials which are appropriate for the age of the S.P.I. students they teach. The second goal was to have manuals available for teachers of the S.P.I. student.

Chapter IV

Solution Strategy

A. Possible Solutions

When researching the literature, little was found specifically addressed to age appropriate goal setting for the S.P.I. student. The lack of literature in this area substantiates this writer's analyzation of the problem and the proposed solution -- a manual for setting age appropriate goals for the S.P.I. student. Much was done during the late '60's and through much of the '70's in regard to curriculum but not in age appropriate goal setting for the severely/-profoundly impaired.

analysis ✓

Some of these curricula, such as Compet II, The Pennsylvania Training Model (1976) defines certain basic living skills, perceptual and cognitive development and social living skills on an acquisition level of months and years but activities are not age appropriate. Both the Learning Accomplishment Profile (1974) and the Portage Guide and Check List (1976) contain similar assessments and activities but are not age appropriate for an S.P.I. student. For example, if the Portage is used as an assessment tool for an S.P.I. student of four years seven months and the student is found to be functioning at an infant level the suggested activity is "Regards Hand", use Card 24. When card 24 is pulled and read, five suggestions are given:

1. Lay child on back in crib, sofa or lap. Hold child's hand and move it slowly.
2. When child focuses on hand, move his fingers for child to watch.
3. Initiate the child's arm movement ....
4. Use colorful (red) infant socks as mittens and see if child will look at his hand.
5. Tickle the "baby's" hand when he is not looking.

While these are age appropriate for an infant are they for an S.P.I. student of four years seven months? These unfortunately are the kinds of activities prescribed for the S.P.I. student -- even those older than the beginning school age child. Why not use brightly colored mittens of various textures to accomplish the same objective - "Regards Hand" and be age appropriate!

The Larsen-Panyon Evaluation, (Appendix A), implies that many teachers have difficulty in writing age appropriate activities. The suit brought against Drs. Glean and Tillery for ineffective programming also supports this writer's viewpoint -- that teachers have difficulty in writing age appropriate goals and activities for S.P.I. students.

Little has been done to aid the S.P.I. teacher in being able to set realistic measurable age appropriate goals.

There has been a severe lack of inservice programs in all areas of S.P.I. programming with the exception of some material given to instructional advisors on available testing materials. Various curricula have appeared but nothing that is really new or innovative. What was once termed Activities for Daily Living (A.D.L.) are now the Life Skills. Some A.D.L.'s are basic communication, cognitive development, perceptual development, motor development, feeding and dressing skills. Today these A.D.L.'s are termed Life Skills and called personal maintenance, domestic maintenance, vocational, social/emotional, functional academics and interpersonal communication (Brown, 1976). The activities are the same but have different labels.

B. Justification for Selected Solution

In this writer's search of the literature, little was found that addressed itself to age appropriateness when writing individual educational programs (I.E.P.s) for the severely/profoundly impaired (S.P.I.). Haring (1977) edited a handbook geared for educators of the severely handicapped that discusses questions when writing and implementing I.E.P.s. The handbook is for the edification of college and university students and does not include age appropriate goals and activities for the S.P.I. student.

The rationale for choosing this solution, writing a manual as an aid for selecting goals, activities and materials that are appropriate for the age of the S.P.I. student, is the most appropriate solution because it has addressed the critical needs of the staff and students. Workshops as inservice was considered. However, the location of the various schools involved prevented use of this approach.

Grigsby (1975) in her work of individualizing goals and activities for the S.P.I. student showed that teachers improved their instruction and student response was improved. This writer believes a manual, as an aid for selecting appropriate goals, activities and materials, will reduce the expressed concerns and frustrations the teachers are experiencing. Goal setting, according to Mager (1962) should be realistic, measurable and observable.

C. Calendar Plan for Implementation

The manuals were planned in two age phases. The first covers the chronological school ages 4 years to 6 years, the second 6 years to 8 years. (Appendixes C and D). This particular age grouping was selected to keep within the guide lines of the Philadelphia School District, Pennsylvania State Public School Codes and Early Childhood Education. Each manual was written under Brown's (1976) curriculum domains. (Appendix B)

The purpose of the manuals is to help the teacher specify and communicate the educational goals they have selected. Each manual specifies how to select a behavioral objective/goal. Each manual contains a brief description of what is expected of an average student at a particular age level and an adaptation for the S.P.I. student. Materials have been suggested and includes sections on basic techniques, terminology and equipment, toy lists to promote specific movements for S.P.I. students and an annoted curriculum guide resources have been provided for the teacher to pursue further. Inherent in any attempt to produce such a guide is an overlapping of skills, care will be exercised to make the reader aware of this factor.

In keeping within the modified guide lines of the R and D cycle, the following panel of experts in the field of Exceptional Child Education were chosen. They are presented here in alphabetical order to acquaint the reader with their background and expertise in the field.

1. Bernice B. Baumgartner, B.S., M.A.

   U. S. Governor at Large on the Executive Board of the International Council for Exceptional Children (3 year term recently completed), author of 9 books, numerous pamphlets and articles published in the following national magazines and periodicals: Children's Limited, American Journal of Mental Deficiency, Journal of Exceptional Children, Mental Retardation, Missouri Crippled Children. Former Director of Education, Dixon State School and

Hospital, Dixon, Illinois, Director of Classes for the Association for Help of Retarded Children, New York State, Director of Education for the Woods Schools, Langhorne, Pennsylvania, Director of Education, Office of Mental Retardation, Department of Public Welfare, Harrisburg, Pennsylvania, founder Montgomery County Chapter 388, C.E.C. She has received numerous awards, some are: The first "NARC Educator of the Year Award," "Honor Award - Pennsylvania Federation C.E.C.," "Special Award" from C.E.C. Chapters of Montgomery, Bucks and Delaware Counties of Pennsylvania, and "Award for Outstanding Service," Montgomery County Chapter 388 C.E.C.

She has lectured throughout the United States at numerous Universities and is a consultant to various State Departments of Education. At present she is writing her 10th book.

2. Joan Laurent, Program Director of the Lynch Home, Gwynedd Valley, Pennsylvania.

   Recipient of "Distinguished Service Award" from the Montgomery County Association for Retarded Citizens, "Teacher of the Year Award" and "Outstanding Service Award" from the Council of Exceptional Children (C.E.C.), 1982 - The Lynch Home received the "Outstanding Residential Home in America" award from the American Association for the Mentally Deficient.

3. Mary Mastertz, B.A., M.A., Doctoral Candidate at Nova University.

   Director of the Nevil Children's Center for children with Sensory Deficits, St. Christopher's Hospital, Philadelphia, Pennsylvania, Founder and Director of the first Infant Motivation Program in Pennsylvania, former President of the Montgomery County, Chapter 388, C.E.C. Co-presenter with Yvonne Arnold in 1974 at the International Convention of the Council for Exceptional Children, New York City, Co-author with Yvonne Arnold and Melissa Perot of "A Description of Intervention Strategies for Handicapped Infants and Toddlers," published in Early Intervention Program Resource Guide and distributed to all 50 State Departments of Special Education, the article was also printed as a two part series in Germany's Lebenshilfe, Nr. 3 and 4, July-September 1976.

4. Roberta P. Rifkind, B.A., M.Ed.

   Presently a teacher of Trainable Mentally Retarded at the Strawberry Mansion Junior High School, Philadelphia, Pennsylvania, formerly a speech/language therapist, teacher of the severely/profoundly impaired, teacher of Head Start, teacher of the young language impaired learning disabled children, Former Program Specialist for the Office of Mental Retardation, Department of Public Welfare, Board of Directors for Boy Scouts of America. Presently a Board Member of the Northeast Mental Health/Retardation Center, Ward Committeeman of the 53rd Ward, 4th Division for the City of Philadelphia, Pennsylvania. Recipient of the "Optimist of the Year Award," Honorary Recipient for "Outstanding Service to Her Community" from the Chapel of Four Chaplains, Philadelphia, Pennsylvania, 1983.

The projected time line occurred as follows:

1. P.P.Q. submitted in August 1982.

2. February 9, 1983, phone conversation with panel of experts to set up review dates and to obtain permission to tape the reviewer's comments for transcription and use for the final practicum report/manual, permission received.

3. March 2, 1983. First review at Strawberry Mansion Junior High School, by Roberta P. Rifkind on the technical aspects, adaptability and usability of the manual. The tape was transcribed and the suggestions made were implemented prior to the second interview.

4. March 8-9, 1983. Second review of the revised manual at St. Christopher's Hospital - Nevil Center, by Mary Masteritz on technical aspects, adaptability and usability. Interviews taped, transcribed, revisions made prior to the third review.

5. March 19, 1983. Third review at the Lynch

Home, of the revised manual by Joan Laurent on technical aspects, attitude, adaptability, practicality and usability. Interview taped, transcribed, revisions made prior to the final review.

6. May 12, 1983. Final review by Bernice B. Baumgartner on all aspects of the manuals with the emphasis on creativity. Interview taped, transcribed, one revision - to include something about attitude.
7. Completion of manuals -- April-May, 1983
8. Completion of report -- May, 1983

D. Report of Action Taken

The implementation phase of this practicum report began February 9, 1983, by verbally seeking permission from the panel of experts to review the manual, tape and transcribe the reviews for use in the final report and to incorporate their suggestions in the manuals.

This writer felt that having experts in the field of Exceptional Child Education review the manual during the planning phase would insure a product that would provide the teacher of the S.P.I. student with a practical, usable and creative approach to selecting goals/activities that are appropriate for the age of the student.

To remind the reader of the evaluation procedure as stated in Chapter III, Section B, of this report, the manuals were reviewed by the panel on the basis of technical aspects, practicality, adaptability and usability as a viable tool for the teacher of the S.P.I. The final review by Bernice B. Baumgartner included the above but added creativity as a fifth dimension.

As an introduction to selecting goals/activities, it is this writer's belief that the manuals will stimulate further exploration and promote the attitude of being positive when working with this very select population.

The calendar as presented was followed with two exceptions, date changes from February 23, 1983 to March 2, 1983 due to prescheduled activities of the reviewer and from March 4, 1983 to March 8 and 9, 1983, due to this writer's prior schedule.

Chapter V

Results, Conclusions and Recommendations

A. Results

As previously stated in Chapter III, Section A, this practicum was planned to produce two "Introductory manuals on goal setting for the Severely/Profoundly Impaired (S.P.I.) student at an appropriate skill level for his/her age" ~~and~~ and to have the manuals available for teachers of the S.P.I. student.

The panel of experts in the field of Exceptional Child Education evaluated the manuals based on four criteria. The technical aspect included presentation of the items, activities and materials. The practicality and adaptability were evaluated in terms of the degree of obtainability as a goal/activity for the S.P.I. student. Usability was determined as the manual's overall usefulness for the teacher.

The first evaluation of the manual by Roberta P. Rifkind, teacher, was very positive. She made several suggestions to be incorporated in the manual. These suggestions included the wording of chronological age she felt was awkward and to remain with the term used in the rest of the text - "appropriate for their age." She felt the ultimate value of the manual was in its adaptability to meet the children's needs with appropriate activities for their age level and the main purpose was to stimulate ideas for the teacher to pursue further. The changes she recommended were not to use reverse chaining when presenting some of the activities unless this procedure had been recommended by one of the specialists involved with the student. She further suggested that this writer think about the wording as to age appropriate or appropriate for their age. The suggested changes were made throughout the manual.

The second evaluation on March 8 and 9, 1983, was by Mary Masteritz, Director of the Nevil Center. She liked the activities and the overall usability of the manuals for the teacher. She suggested that the concept of appropriate skill for a particular age level should be repeated in each of the curricular domains and not for the teacher to select a particular skill that is on age level but rather to select an activity that is appropriate for the age of the child. The suggested changes were made both in the section on selecting of goals/activities and reiterated in various ways in each of the points to remember sections that precede the activities.

The third evaluation, March 19, 1983, was by Joan Laurent, Program Director of the Lynch Home in Gwynedd Valley, Pennsylvania. She felt the manuals were practical, useful and would be a valuable tool for the teacher. She made only one suggestion but that suggestion had a great deal of impact in the final product. Her suggestion was to include transitional activities in each area. This required quite a bit of re-writing but this author feels it has produced a much more comprehensive manual.

The final evaluation on April 12, 1983, was by Bernice B. Baumgartner, former U. S. Governor at Large on the Executive Board of the International Council for Exceptional Children. She made the condition for the review to do it from the aspect of creativity. It was her premise that the manuals had been evaluated technically. In her opinion, the manuals were an excellent product but she felt that this writer should take out Brown (1976) and add a section on attitude. The court mandate by Judge Edward Becker, United States District Judge for the Eastern District of Pennsylvania, was discussed at some length. It was his mandate that all S.P.I. - I.E.P.s be written using the curricular do[illegible]rs. (Appendix B) The domains as defined by Brown (1976) were kept in the manuals and a section on attitude was added to both manuals.

B. Conclusions

It is this writer's intent to recall, for the reader of this practicum, that while much was written during the late '60's and through much of the '70's, none specifically addressed age appropriate goal setting for the severely/profoundly impaired student. The lack of literature supports this writer's analyzation of the problem as it exists and the writer's proposed solution -- the manuals that address age appropriate goal/activity selection.

The panel of experts have judged the manuals to be practical, creative, easily adaptable for the S.P.I. student and highly usable as a viable tool for the teacher of the S.P.I. student. Based on this judgement, the two major goals for this practicum have been successfully achieved.

C. Recommendations

Statement: Some of the difficulties that arose could not be foreseen as contingencies for which to plan. In light of this and the practicum itself, the following recommendations are made:

1. Choose an area that has been expressed as a definite need. This can be discerned through discussion with individual teachers, a faculty meeting, a questionnaire or a combination: Define the need further through a second questionnaire.
2. Thoroughly research the area to determine what has and has not been done in the area selected.
3. Determine the most appropriate way to approach the problem.
4. Set up a definite time line and keep to it.
5. Keep lines of communication open with the

personnel you are working with and your advisor. Communication is a vital factor for practicum completion.

Appendix A

K-Arnold

THE JOHNS HOPKINS UNIVERSITY • BALTIMORE, MARYLAND 21218

EVENING COLLEGE and SUMMER SESSION

April 1, 1980

MEMORANDUM

TO: Dr. Win Tillery
Dr. Richard Glean

FROM: Dr. Larry Larsen Larry Larsen
Dr. Marion Panyan Marion Panyan

SUBJECT: Evaluation of Philadelphia's Educational Programs for Severely and Profoundly Impaired Students

This memorandum summarizes our initial analyses of the data collected by our review team during its visits to your SPI classrooms on March 20-21, 1980, and presents a number of recommendations based upon the collected information. At the present time we have not received the data collected by two of the team members and are results are therefore incomplete. However, we felt obliged to give you this initial feedback at the earliest possible time.

We have organized our findings and recommendations around the ten major areas shown below. Each area is described in terms of (a) our major findings, (b) our recommendations for immediate action, and (c) our recommendations for improvement through long-range planning and program development. It is our opinion that many substantial improvements can be quickly made in your current programs through administrative and supervisory action. In other cases, however, the changes that are needed will take a longer-term, systematic effort.

We would also like to stress that our recommendations are not aimed at making short-term improvements only for the benefit of the forthcoming visits by the PILCOP team. Rather, we hope that any actions that you and your staff members take will have durable benefits for the severely and profoundly impaired students served by your school system.

Finally, it should be noted that evaluative reports are by nature critical rather than laudatory. Thus we have not highlighted in this initial report any of the good and effective programs that our team members observed.

1. Administration/Supervision

Findings

Although this is not reflected in our empirical data, several team members noted that there was a lack of clarity in the administrative and supervisory lines of authority that extended from each classroom to the building principal, special education supervisor, instructional adviser, district office, and Division of Special Education office. As the resolution of many of the other problem areas noted below depends upon administrative and

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and supervisory action, we believe that this is an area that deserves immediate attention.

Recommendations

1. In the short-term, the roles and responsibilities of each supervisory/administrative staff member with regard to each teacher should be clarified for all concerned. Each teacher should be aware of who his immediate supervisor is, who should be contacted for assistance, and who is responsible for the programs that he is conducting. Similarly, each supervisor or administrator should be fully aware of his obligations to each teacher.

2. In the long-term, the final resolution of many of the problems we observed will probably require revising and clarifying the administrative structure of the entire School District, and not just the administration of special education programs. Our view is that the administration of special education programs within regular schools has not been completely clarified.

2. Student Assessment

Findings

The assessment instruments for 67% of the target students were judged by the review team as not comprehensive and/or appropriate. Evidence of assessment data was not readily available or accessible to the reviewers in many instances. Present levels of performance were congruent with the assessment information in only 50% of the cases observed.

Recommendations

1. In the short-term, steps should be taken to insure that all assessment data is contained in and with each student's individual education plan (our impression is that much of this data is in district or CSET files).

2. In the long-range, provisions for student assessment should be improved by:

   a. mandating the sources of information that must be tapped for each student, i.e. historical records, observational data, formal assessment devices, parents, and assessments by related services disciplines.

   b. specifying the instruments that must be used for each assessment.

   c. developing a systematic procedure for organizing, interpreting, and using assessment data.

   d. insuring that each student's goals and objectives are congruent with and based upon the assessment information.

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3. Individual Education Plan Development

Findings

Annual goals were realistic, in keeping with the concept of the least restrictive environment, and leading toward functional life skills in 55% of the cases. Short-term objectives were related to annual goals in 59% of the cases. A timetable specifying starting and terminating dates for each educational activity and related service was included in the IEP in 17% of the cases. Provisions for participation with non-handicapped peers were made in 12% of the cases, and provisions for monitoring progress were made in 10% of the cases.

Recommendations

1. In the short-range, the IEPs can be substantially improved by sharpening the criteria and procedures for evaluating student progress towards short-term objectives, and by insuring that each IEP lists instructional activities and materials that will be used. The teachers should also include an estimated timeframe for accomplishing each objective.

2. In the long-range, you should consider changing the IEP form that is presently in use. In particular, there should be a place on the form to describe specific provisions for having each handicapped student interact with his nonhandicapped peers. Also in the long-range, the entire placement and IEP development process should be reviewed and revised.

4. Curriculum Selection and Utilization

Findings

Our reviewers found little evidence that any curriculum or combination of curriculums was in use in the severely/profoundly impaired classrooms. Only three classes were found to be using a complete curriculum that addressed all seven of the life skills domains; 24 of the 45 classrooms were using two or fewer of the seven domains.

Recommendations

1. There is no short-term solution to the curriculum problem as we observed it in the SPI classrooms. We recommend that steps be taken to insure that each student in each classroom has the benefit of instruction that is structured around and organized by a curriculum that addresses each of the seven live skills domains. We believe that you already have a plan to accomplish this purpose.

5. Instruction

Findings

There are a number of critical dimensions under the general heading of "instruction." In the staff-student interaction category, our data suggests that students were given opportunities to respond to instruction on 61% of the occasions on which they were observed. 63.9% of appropriate student responses were followed by staff reinforcement. 85.1% of the reinforcement presentations were made on a contingent basis.

With regard of the relationship of instruction to the IEPs, we found that 41% of the observed activities were related to short-term objectives in the student's IEPs.

A total of 67% of the students' IEPs specified related services that were needed, and the same percentage received these services. The interview data revealed that there was an adequate team model in evidence for 51% of the students.

Only 20% of the target students were involved in programs that were detailed and scheduled in daily lesson plans.

With regard to the design of educational activities, we found that 33% of the target students' IEPs specified educational activities to meet short-term objectives.

With regard to teaching methods, we found that teaching methods were correctly demonstrated in a 1:1 teaching situation by the majority of the teachers who were directly observed. The two highest items were "presenting immediate reinforcement" and "maintaining the student's attention" throughout the teaching activity.

Recommendations

A combination of improved supervision and long-term inservice training will probably be required to effect major changes in the teaching and instructional procedures used by your teachers. In advance of this, we recommend the following short-term changes:

1. The teachers should increase the number of opportunities that they provide for each student to engage in "learning" behavior.
2. Each teacher should take steps to minimize the amount of "dead" time in each school day.
3. Each classroom should have and operate according to a detailed daily schedule.

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4. Each teacher should stress programs and activities that require active student responding.

5. The teachers should strive to reduce the number of verbal prompts and instructions that they use and should increase their use of physical and task prompts.

6. Every effort should be made to insure that all activities provided for SPI students are age-appropriate.

7. Each teacher should insure that all of the instruction offered each day bears a relatively direct relationship to the students' IEPs.

8. In some schools, a better integration of educational and related services is needed.

9. The teachers should strive to provide more group instruction activities (with the provision that all members of each group are actively involved at all times).

6. Evaluation

Findings

The majority of the students did not have systematic plans for monitoring their progress towards short or long-range objectives. Although only 12% of the students had such data collection procedures delineated in their IEPs, daily data collection procedures were in force for 40% of the targeted students for at least one skill area. 43% of the teachers recorded student responses during or immediately after the structured training activity.

Recommendations

1. In the short-range, we believe that student evaluations can be substantially improved by:

   a. insuring that event data is collected on a daily basis in any instance in which a behavior management procedure is used.

   b. insuring that daily data is collected on each student's progress towards one, two, or three of his/her major objectives.

   c. repeating, at least annually, assessments of each student in each of the seven life skills domains.

   d. insuring that daily data is used in making programmatic decisions.

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7. Classroom Organization

Findings

We observed that 48% of the classrooms were designed, furnished, and equipped in accordance with the chronological ages of the students served in them. All of the 45 classrooms except three employed 1:1 instructional procedures, while group insruction was used in 19 of the classrooms. Generally, wheelchairs, walkers, and adaptive devices were present where they were needed; however, communication boards were observed in only three classrooms.

Recommendations

1. In the short-range, we believe that classroom organization can be improved by:
    a. better utilizing classroom aides by assigning them specific duties on specific schedules.
    b. removing from the classrooms all decorations and furnishings that are not age-appropriate.
    c. making supplies and materials more readily accessible to the students.
    d. improving the selection and purchasing procedures for obtaining needed equipment and materials.
    e. insuring that all instructional materials used in the classrooms are age-appropriate.

8. Integration

Findings

Based on our observations of three target students in each classroom, there is very limited opportunities for the SPI students to interact with their nonhandicapped peers. This deficiency is particularly acute in the school itself (cafeteria, playground, etc.). The three target students had a combined total of 292 interactions with their nonhandicapp peers based on a possible 1,320 occasions for interaction.

Recommendations

1. In the short-term, provisions can and should be made to greatly increase the number of times that each handicapped student interacts with his nonhandicapped peers. It is especially important that the two groups are not segregated during meals and free time.
2. The problem of promoting and maintaining integration between handicapped and nonhandicapped students demands a long-range effort that addresses the many problems that have been and are being encountered. We are aware that your Division already has a plan for accomplishing this purpose.

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9. Inservice Training

Findings

Our observational system did not include the systematic evaluation of the amount and quality of inservice training provided for the SPI staff members. However, we believe that many of the deficiencies noted in this report can be rectified only through the provision of a comprehensive and effective inservice training effort.

Recommendations

Inservice training is, by its nature, a continuing process that will demand a substantial amount of effort on the part of your staff. We are aware that you have already made plans to mount this effort in the near future.

10. Parents

Findings

The involvement and support of parents as represented by the parents of three target students in each classroom was assessed on five dimensions: (1) participation in classroom activities (37%); (2) parent-training programs (36%); (3) participation in parent groups (18%); (4) communication with teachers (65%); and (5) programming in the home setting (20%).

Recommendations

There is no short-term solution to obtaining the extensive involvement of parents in the educational programs provided for their children, although each teacher should continue to make every effort to communicate with and solicit the involvement of parents. We are aware that you have already made plans to initiate a comprehensive parent involvement program.

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Appendix B

Curricular Domains as defined by Brown. (1976)

1. Personal Maintenance - (Self-Help) - activities necessary to independently care for one's self, i.e., toileting, dressing, eating, drinking, personal hygiene ...
2. Domestic Maintenance - activities necessary to function as independently and productively as possible in a domestic environment, i.e., cooking, vacuuming, shopping ...
3. Recreation/Leisure - age appropriate activities that students can engage themselves in during non-instructional time, i.e., operating and listening to a radio, record player, T.V., eating in a restaurant, exercising ...
4. Vocational - activities necessary to marketable employment, i.e., assembling, sorting objects, packaging items ...
5. Interpersonal Communication Skills - activities necessary to communicate with other individuals both handicapped and non-handicapped, i.e., verbal conversation, writing, reading ...
6. Functional Academics - (not a separate domain) - includes activities such as reading, writing, money skills which are included under other domains, i.e., reading a book, writing a letter (recreation-communication.)

(Social/Emotional is to be included as a part of each of the 6 domains.)

Appendix C

[illegible]

A.S.K.S.

Your ATTITUDE toward the STUDENT is the Key to their SUCCESS

An Introduction To Selecting Appropriate Goals And Activities for the Severely/Profoundly Impaired That Are Appropriate For Their Age
(Using Curricular Domains)

By

Yvonne Arnold

MANUAL I
The Four to Six Year Old

A. S. K. S.

Your ATTITUDE toward the STUDENT is the KEY to their SUCCESS

In Partial Requirements for the
Doctor of Education Degree in Early Childhood Education

BY

Yvonne Arnold

March, 1983

MANUAL I
The Four to Six Year Old

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Foreword

This manual was developed as a result of the writer's experience with the Severely/Profoundly Impaired (S.P.I.) students and the dedicated people who work with them.

The skills listed in this manual are appropriate for the average four to six year old. The skills are listed under the curricular domains as determined by Brown (1976). Therefore, motor-skills may be found in any domain, depending upon the task required. For example, the average four to five year old should be able to hold a spoon in their fingers. Under the domains, this skill may be considered as domestic maintenance - washing the spoon, personal maintenance - feeding, functional academics - measuring, recreation/leisure - playing, interpersonal-communication - usage, or as a vocational skill - sorting. Individual ability and task analysis will determine whether it can be correlated within all of the domains or a single domain.

Some students develop faster than others and overlapping of skills may occur. For example, an average child of four years may not be able to walk up the stairs using alternate feet, a three year old skill, but may be able to walk down the stairs using alternate feet (which is a four and a half year old skill). One must keep overlapping of skills in mind when working with young children. This is especially true when determining task and activities for the S.P.I. student that are appropriate for his/her age.

For the purpose of this manual, the social/emotional domain is not treated as a separate domain but is considered an intregal part of all the domains.

The manual has been designed to meet the specific needs of S.P.I. educators. As an introduction, it is designed for referral purposes only. Its size is consistent with a teacher's planbook and therefore easily portable.

The value of the manual is in its adaptability to meet the childrens' needs with goals and activities that are appropriate for their age. The possibilities are as limitless as is the untapped potential of the S.P.I. student.

Yvonne Arnold

Manual Composition

The information contained in this manual is arranged for the convenience of the teacher when selecting goals and activities that are appropriate for the Severely/Profoundly Impaired (S.P.I.) student's age level.

The summary of characteristics for each age level was limited to motor and language abilities for that particular age group — the four to five year old and the five to six year old. Some overlapping of skills will occur; however, these two areas lend themselves to all activities for the average student but are even more important when programming for the S.P.I. student.

Each of the six domains that precedes a particular age level is defined according to Brown (1976). Each domain contains some points to remember and a key for use of that particular domain.

The items are not all inclusive but were chosen for their adaptability and age appropriateness for the S.P.I. student. The letters and numerals listed to the left of a task the average student can do are from the Portage Guide to Early Education and, when possible, are cross-referenced to similar items from a variety of authors. The rationale for this is that in the city of Philadelphia, Pennsylvania, the Portage Guide is available to most teachers of S.P.I. students in the four to six year old age group. This was not done for the purpose of advocating the Portage Guide as an "answer all" but only as one of the many sources available for ideas and exploration. Additional annotated curriculum suggestions and a selected toy list have been provided for you to pursue further.

Selecting Goals and Activities for the Severely/Profoundly Impaired (S.P.I.) that are Appropriate for their Age

Selecting goals and activities for the severely/profoundly impaired (S.P.I.) student, pre-supposes that task analysis and other appropriate evaluations have taken place. Consultations with the speech/language therapist, occupational or physical therapist, and others if indicated, will also have taken place. Implied in the above, are suggestions for classroom activities from the various personnel involved with the student.

Age appropriateness in goal selection for the S.P.I. student, does not mean that by age four the student will be able to walk up and down the stairs using alternate feet. This is an average activity for the child who ranges in age from approximately 3 1/2 to 4 1/2 years of age. What it does mean for the S.P.I. student is that the activity selected is comparable to their age level or near their age level. It does not mean you will necessarily teach the student to walk up and down the stairs. The concept of "appropriate for their age" means to select an appropriate skill for that age level. Select an activity for a certain age appropriate level in order to meet the student's individual needs and enable them to reach the next step.

The Portage Guide to Early Education (1976) states that each behavioral objective should consist of the four following components:

1. Who (name of student)
2. Will do what (response expected)
3. Under what conditions (how much aid, what type of assistance or circumstances)
4. To what degree of success (how successfully the student must perform the task to reach criterion)

For example, a student has been evaluated and recommended for an S.P.I. classroom. The developmental or functioning level has been ascertained at 6 to 9 months of age but the student's actual age is 4 years 3 months. The speech/language therapist may recommend a feeding technique such as: using two point jaw-control or using an adapted teflon coated spoon. The physical therapist may recommend range of motion and crossing the mid-line as daily activities. These suggestions should be utilized in as many curricular domains as possible with many different experiences and materials. You may decide to use range of motion and crossing the mid-line as daily activities. These suggestions should be utilized in as many curricular domains as possible with many different experiences and materials. You may decide to use range of motion and crossing the midline along with feeding. The possibilities are limitless.

Feeding, a personal maintenance skill, can be utilized in the other curricular domains by changing the activity. For example: vocational -- using an adaptive device; interpersonal/communication — talk and signing at an appropriate time; domestic maintenance — helping to put small items away; functional academics — sorting items, classifying objects and fostering appropriate social/emotional behavior in all curricular domains.

The goals selected should be realistic and have a reasonable degree of obtainability. Whenever and wherever possible, the selected goals and objectives should be correlated within the curricular domains exposing the S.P.I. student to a variety of experiences and materials that are appropriate for their age.

Be certain that the student is as comfortable as possible and that his/her body alignment is proper for the activity selected. It is vital that the student be talked to constantly when given any instruction. The vocal tone should be one of warmth and calmness.

Positioning

The Curriculum Guide for Deaf-Blind Students (1983) has given the following recommendations for positioning severely impaired students.

When positioning, much depends upon the degree, severity and location of the involvement. Most of the severely/profoundly impaired usually demonstrate one or more of the following characteristics: increased muscle tone and overall flexion or extension of body and limbs, fluctuating muscle tone, uncontrolled head and extremity movements, "floppy" muscle tone, abnormal posture, and abnormal, delayed or absent reflexes. Consultation with the physical or occupational therapist is a must when programming for the severely/profoundly impaired student (S.P.I.)

The primary goal when positioning the student is to be certain that the student's posture is symmetrical. This can be accomplished by being certain the student's head is in midline, both arms in a forward position and his/her weight is equally distributed.

To help reduce an extension pattern, use your own body, hands or proper seating equipment to aid the student in overcoming these tendencies. Be sure the student's body is properly aligned. Use bolsters or rolled towels to support and position the student comfortably. If you use a chair, be sure the student's feet are in contact with a level or hard surface. Make sure when liftng the student that you take tiny steps and move your body as a whole.. Kepp eye contact and talk to the student during each positioning activity. The student's position should be changed approximately every 30 minutes.

Keps

The 10 Be - Attitudes of Attitude

1. Your attitude conveys your feelings, be positive.
2. Your body language conveys your attitude.
3. How you greet the student in the morning sets his/her tone for the day.
4. Your tone of voice, not the words, tell the student what you mean.
5. Touching conveys your warmth and feelings.
6. If you're relaxed and comfortable, the student will be, too.
7. Tell the student you care by praise.
8. Make your "no"s informational and your "yes"s for approval.
9. Smile and you'll get one back.
10. Keep your sense of humor - the student will pick it up.

Yvonne Arnold

THE FOUR TO FIVE YEAR OLD

Summary of the characteristics of the four to five year old

Height : 42 inches   Weight : 39 pounds

A. Motor Abilities:

According to Strang (1959), the child is usually at the peak of the motor activity stage. The child likes to do motor stunts, show strength and participate in rhythmic activities.

In 1960, Ilg and Ames stated that children of four and a half years had better motor control, were calmer at play, liked to perfect their skills and displayed good fine motor control. This age seems to be a "catching up" period for some children.

Between the age of four to five years, according to Gesell (1940), the child uses a preferred hand when throwing, throws overhand and can catch a large ball in one of three trials. The child's precision and timing are good. The walking gait is steady. Gesell (1940) states that perceptual-motor development shows a small, cramped writing style. They have good finger flexion and wrist movement. They are able to copy a circle and square but have difficulty with the diamond.

B. Language Abilities:

In Metreaux's (1950) study, the child of four to five years uses language as a facile tool. Intonation is usually an imitation of their parents' intonation pattern and the voice becomes well modulated, firm, subdued at times and whining at other times.

Personal Maintenance (P.M.)

Brown (1976) states that the severely handicapped students should be taught as many skills as possible that will enable them to be self-sufficient and free of caretakers. These skills include: bathing, eating, dressing, etc.

Points to Remember:

1. All suggested activities pre-suppose approrpirate prior testing that has determined the functioning level of the individual student.

2. Be sure the student is as relaxed as possible. Include relaxation exercise prior to positioning and before each activity. comfortably

3. Position student as comfortable as possible for the activity. him

4. Talk to the student constantly; tell them what you are doing and why you are doing it.

5. Correlate activities with other domains.

6. Provide the student with a variety of experiences using age appropriate materials and activities.

7. All activities begin using maximum assistance (full physical assistance) if indicated.

Your attitude toward the student, in any given situation, is the key to their success!

his

Key for use:

P.M. = Personal Maintenance

M. 104 = Motor skill - Activity Card 104 - Portage Guide to Early Education

S.H. 54 = Self-help Skill - Activity Card 54 - Portage Guide to Early Education

N.C.I.= No comparable appropriate age activity in the Portgage Guide, activity card and numbers suggested can be up-graded.

Example:

(P.M.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
N.C.I. M. 45 (1,3, 2,4) Use a napkin (Brigance)	Use a napkin to wipe his/her face, hands, as necessary. When given full physical assistance and verbal cues.	Various textured napkins for tactile input. Cloth-size regular napkin or oversize paper towels, paper napkins. Vary colors. A hand puppet of cloth to fit the student may also provide another means to gain attention to task.

(P.M.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
Restated, this can become an annual goal for the student.	Restated, activities become the enabling or short term objective(s) to reach the annual goal(s).	The materials provide the means to help select the objectives to reach the annual goal(s).

(P.M.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
N.C.I. Put on "pull up" garment (Brigance)	Relaxation techniques of bending and stretching, that are within the realm of the individual student's needs and physical abilities. Use familiar action songs that are simple, such as "Up, up, up we go - stretch, stretch to touch your toe". Change words for activities being used. Transitional activities may be pulling up/off the last inch of a mitten or puppet. Extend length of pull up/off as the student's progress and physical abilities allow. Do similar pull up/off activities with a doll. Pull up the student's sweater, shirt, etc., to least resistive area and giving full physical assistance help student student to pull up/off garment, using familiar verbal songs or cues. Gradually extend to other clothing garments. Correlate to I.C., V., F.A., R.L.	Familiar clothing items such as shirts, slacks, sox. Similar clothing for a doll of appropriate size for the student. Puppets of various colors and materials. Brightly colored mittens.

(P.M.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 22 Put on "pull over" garment (3,2) (Brigance) 54 (3,1)	Relaxation techniques of bending and stretching using songs that are familiar to the student and within the physical abilities of the student's individual needs. Transitional activities such as using a puppet to place on child's hand leaving last inch for the student to do with full physical assistance and verbal/song cues. Extend as student's progress and ability allow. Use a doll and give full physical assistance in pulling down last inch of pre-selected garment. Gradually extend the length to pull down, be consistent in use of verbal/song cues. Put familiar garment, sweater, knit top, etc., and give full physical assistance to pull down last inch of garment using verbal/song cues. Gradually extend length student is to pull, within the realm of individual abilities. Correlate to V., R.L., I.C., F.A.	Hand puppets of various tetured materials and paper bag puppets. Appropriate size doll and easy to pull over garments. Familiar garments that are student's own that are easy to pull over/down. Kindergarten songs or made up songs to bend, pull, stretch. "Climb, climb climb the hill, down, down, down we go." Other appropriate word substitutions should be made to match the activity.

(P.M.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
M. 104 Cut along a curved line (Portage) M. 95 Cut along a straight line (Portage)	This is a difficult activity for many average 4 to 5 year olds. The following activities are suggested for the S.P.I. student. Relaxation techniques should be used prior to this activity. A transitional activity would be to have the student tolerate a round, square or rectangular cookie cutter with a handle. Once this is accomplished, have the student use an up and down motion as you would when cutting cookies. Use softened cookie or pie crust dough that has been rolled out. Place a small amount of dough on waxed paper in front of the student and giving full physical assistance, cut round (curved), square or rectangular (straight) cookies or pie crust. Give many verbal cues. Cookies can be baked and eaten. Pie crust dough may be filled with jam or jelly, baked as tarts and eaten. Gradually reduce assistance. Extend to other shapes. Be consistent in verbalization. Correlate to V., D.M., I.C., F.A., R.L.	Plastic cookie cutters with handles and if needed, a velcro strap for stability. Round for curved lines, square or rectangular for straight lines Other shapes may be introduced as the student progresses. Commercial roll out cookie dough or pie crust dough, other doughs may also be used. Waxed paper, cookie sheet for baking, jam or jelly.

(P.M.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 86 Comb or brush hair (Portage)	Depending upon individual student needs, use relaxation techniques or as a transitional activity. Once the student is relaxed, go through the motions in the air of combing or brushing hair. Model activity and have student do the activity on a doll or another appropriate toy. Using puppets for practice can be a fun activity for pre-grooming. Give full physical assistance, if indicated, and many verbal cues. Gradually reduce the amount of physical assistance as the student's progress and ability allow. Continue with verbalization of what and why we are doing the activity. Correlate to V., I.C., F.A., D.M., R.L.	Request comb or brush from parent so that it is a familiar item. Adapt if necessary, such as length and curvature of the handle. Use creative play with dolls, puppets or toy animals. Use mirrors to model for and with student.

(P.M.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 75 Hold a spoon in fingers (Brigance)	Relax the student's hand by holding at the elbow and using firm pressure rub downward toward wrist, then wrist to finger tips, palm to palm. If the student has difficulty tolerating the spoon handle, place handle on palm between index and second finger, palm upward, repeat, as necessary until student can tolerate spoon, use as a transitional activity. Once student is able to tolerate the utensil, give full physical assistance (if indicated) and verbal cues. Begin feeding procedure by placing spoon or other utensil in student's hand when close to mouth. Gradually increase the distance from the mouth until the student can go from the plate to mouth with minimal assistance. Then introduce scooping food, bring to mouth, give assistance and verbal cues as needed to work toward independence. Correlate to I.C., R.L., V.	Adapted spoon or other utensil: built up handle, curved left or right bowl as indicated by student's needs. Select correct size bowl - small, medium, large. Teflon coated. Handle may also need velcro adjustment strap for stability.
S.H. 75 Use correct utensils for food (Portage)		

(P.M.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 74 Wash face and hands (Strang)	Begin by washing the student's hands, giving verbal cues and full physical assistance if indicated. Gradually reduce physical assistance as the student's progress and ability allow. As a relaxation technique, preparatory to other activities, tell the student what you are doing and why, use firm downward stroking from the wrist to fingertips with a soft terry cloth. Vary the textures and colors, name the color, use student's name frequently. This may also be used as a transitional activity prior to washing the student's face. Introduce washing the student's face, giving verbal cues and full physical assistance, if indicated. Correlate to other domains such as D.M., F.A., V., R.L., I.C.	Use various textures, terry, velour, etc. Vary the colors. Use a terry or other material washing mitten that is brightly colored, put a happy face on it or a teddy bear. This may also be used as a hand puppet to gain attention to task. Plain warm water in small plastic bowl/container. Non-allergic bar or liquid soap.

(P.M.) The average 4-5 year old can:		Activities for the S.P.I.	Suggested Materials
N.C.I. S.H. 45 (1,3, 2,4)	Use a napkin (Brigance)	Use a napkin to wipe the student's face as necessary, give full physical assistance (if indicated), use verbal cues. Remove napkin from student, give full physical assistance if needed, use verbal cues. Place napkin on the student, give full physical assistance if needed, use verbal cues. Place napkin on tray/table, give full physical assistance if needed, use verbal cues. Fold napkin in half, give full physical assistance if needed, use verbal cues. Correlate activities to D.M., F.A., V., R. L.	Various textured napkins for tactile input. Cloth, rgular or oversize. Paper towels, paper napkins. Vary colors. A hand puppet made of cloth, to fit the student's hand will provide another means to gain attention to task. Use a wide variety of textures and colors.

(P.M.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 84 Brush teeth (Strang) (3,1)	Relaxation activity: Firm downward stroking from elbow to wrist, wrist to finger tips, palm to palm. If the student is not familiar with this activity, use transitional technique of getting student to tolerate tooth brush or sponge brush, handle placed on palm between index and second fingers. Use range of motion semi-circular to straight up and down in the air, within student's physical ability. Give verbal cues -- what and why you are doing activity — full physical assistance if indicated. Bring brush or sponge brush close to mouth and using the now familiar motion, begin to brush/sponge teeth as student's tolerance allows. Gradually reduce assistance, and begin other activities such as placing toothpaste on brush or dipping into liquid tooth cleaner as the student's progress and ability allow. Consult with nurse, O.T./P.T. as needed. Be consistent with verbal cues. Correlate to I.C., R.L., V.	Choose appropriate device as indicated by medical, O.T./P.T. Handle may be built up as with other utensils as the needs of the student indicate. Tooth brush or sponge, tooth paste or liquid cleaner. Handle may be curved or extended in length as individual needs indicate.

Interpersonal Communication (I.C.)

Brown (1976) states that severely handicapped students need to be taught the skills necessary to communicate to the best of their ability with non-handicapped individuals and handicapped individuals. These include skills needed for expression of basic wants or needs.

Points to Remember:

1. All activities pre-suppose appropriate prior testing that has determined the functioning level of the individual student.
2. Be sure the student is as relaxed as possible, include relaxation exercises prior to positioning and before each activity.
3. Position the student as comfortable as possible for the activity.
4. Talk to the student constantly, tell them what you are doing and why you are doing it even if the student is non-verbal.
5. Correlate activities with other domains.
6. Provide the student with a variety of experiences using age appropriate materials and activities.
7. All activities in this manual begin by using maximum assistance (full physical assistance), if indicated.

Your attitude toward the student, in any given situation, is the key to their success!

Key for use:

I.C. = Interpersonal Communication

S.
66 = Socialization Activity - Card 66 - Portage Guide to Early Education

L.
71 = Language - Activity Card 71 - Portage Guide to Early Education

C.
70 = Cognitive - Activity Card 70 - Portage Guide to Early Education

	(I.C.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
L. 8	Imitate parents' intonation pattern in speech (Matreaux) (Portage - 0-1 year skill - as imitates voice intonation pattern of others - not considered as speech per-se.)	When reading a story to the student, have student imitate exaggerated sounds or words such as 'oh-oh', 'ah-ha', 'woof-woof', etc., or sign and say what you want repeated. If the student is non-verbal use signing and saying with many visual and auditory cues. Correlate to R.L., F.A., V., P.M., D.M.	Language master - using sounds to be imitated or a tape recorder. Use jack-in-the-box or similar toy - first with you then with the language master or tape recorder for reinforcement.

	(I.C.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
C. 79	Sing five lines of a song (Portage)	If the student is non-verbal, hum 'oh-oh', or a similar familiar sound. If necessary, give physical assistance to 'purse' lips. Repeat, accept minimal lip pursing as success. If student can make sounds repeat in sing-song fashion until the student can mimick a sound. If necessary, give physical assistance to facial area, hands or arms, etc., to set a pattern of desired response. Extend to more sounds, play a record, tape or use language master as other means of input. Correlate to F.A., R.L.	Keep to familiar sounds, songs. Tape and tape recorder, language master for both auditory reception and repetion of the visual image you want the student to learn.

	(I.C.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
S. 69	Take turns with 8-9 other children (Portage)	Circle activities using a variety of age appropriate materials giving maximum assistance, such as rolling a beach ball from student to student, using common scents such as sour and sweet, flowers, vanilla, etc. Correlate with V., F.A., P.M., R.L., D.M., P.M.	Large and medium sized beach balls, balloons, nerf balls. Small jars containing scents such as vinegar, vanilla, almond extract, flowers when available.

	(I.C.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
S. 71	Engages in socially acceptable behavior in public. (Portage)	Begin by taking the student to and from the classroom upon arrival in the morning and leaving after the school day. Include all classroom group activities, circle, lunch, music, etc. Extend to visiting another class, school assemblies, watching an inter-school sport activity, playground activity or class trip. Give student full physical assistance when necessary, and verbal cues. Correlate to P.M., D.M., F.A., V., R.L.	Depending upon the activity selected, the environmental surroundings will determine the materials used.

Functional Academics (F.A.)

Brown (1976) states this domain is listed strictly for organizational purposes and responds to parental concerns for academics. The skills included in this domain are those usually included in the traditional academic curriculum for the severely handicapped. They include such activities as functional reading, money recognition, matching by color, etc. However, all these activities can be included under one or more of the other non-mutually exclusive domains.

Points to Remember:

1. All activities pre-suppose appropriate prior testing that has determined the functioning level of the individual student.

2. Be sure the student is as relaxed as possible, include relaxation exercises prior to positioning and before each activity.

3. Position the student as comfortable as possible for the activity.

4, Talk to the student constantly, tell them him what you are doing and why you are doing it.

5. Correlate activities with other domains.

6. Provide the student with a variety of experiences using age appropriate materials and activities.

7. All suggested activities in this manual begin by using maximum assistance (full physical assistance).

Your attitude toward the student in any given situation is the key to their his success.

Key for use:

F.A. = Functional Academics

M.
109 = Motor Skill - Activity Card 109 - Portage Guide to Early Education

L.
71 = Language - Activity Card 82 - Portage Guide to Early Education

C.
82 = Cognitive - Activity Card 82 - Portage Guide to Early Education

N.C.I. = No comparable age appropriate Portage items, activity card and numbers suggested can be up-graded.

(F.A.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
C. 82	Place objects behind, beside, next to (Portage)	Relaxation techniques and appropriate positioning are a must. Transitional activities may include placing a student who is on a litter or in a wheel chair next to, beside or behind a desk, a table or another student. This is an excellent circle activity. Give the student full physical assistance, if indicated and verbal cues. Extend the activities to other curricular areas, such as: P.M., I.C., R.L., V., D.M.	Table, desk, books, toys, nerf ball, sand or water table.

(F.A.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
M. 111	Cut and paste simple shapes (Portage)	A transitional activity may be using plastic cookie cutters and cookies or pie crust dough. Assist the student when cutting out simple shapes, giving verbal cues. Use pieces of sponge cut in various simple shapes, dip in poster or finger paint and make a design by dabbing the sponge on construction paper. Extend to tearing paper in the desired shape, dip in glue or paste and place on another sheet of construction paper to make a collage. Give full physical assistance and verbal cues. Correlate to I.C., D.M., V., R.L.	Plastic cookie cutters that are in the shape of a square, rectangle, circle, triangle. Pieces of sponge cut in the same shapes. Cookie or pie crust dough that is rolled out. Poster or finger paints. A variety of colored construction paper and scraps. Non-allergic paste or glue.

(F.A.) The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
N.C.I. C. 46 (1,3) Attempt to read by looking at pictures (Brigance)	A kindergarten teacher or a librarian can help you select age appropriate picture books that correlate with activities you are doing in the other curricular domains. Utilize relaxation techniques and proper positioning before beginning the following activities. These may be done on a one to one basis or as circle activities. Use a picture of the student, the teacher, the aide, family members or other students. Talk about what is in the picture, what is happening, where the picture was taken -- birthday party at home or in class, etc. Extend to Language Master using the same photos and stories. Use pieces of fruit, vegetables, sandwiches, keeping to the familiar for each student during a lunch period. Use finger puppets to tell a story, then let the student use the puppet, giving full physical and verbal assistance to tell a story to the class or another student. Correlate to I.C., P.M., D.M., V., R.L.	Pictures from class activities, the individual students and from their families -- keep to things that are familiar. Language Master and cards that have pictures of familiar people, items from other lessons. Tape record a story told and use with a book, or pictures. Puppets for emphasizing a particular story. Finger plays for relaxation and to relate a story. Peabody Kit I. Learning to Read Library from E.T.A., Chicago, #2654 and #2680 - Animal Stores. The Big Picture Book, MacMillan Press.
N.C.I. C. 24 (3,4) Likes to follow along in a book being read (Brigance)		

(F.A.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
N.C.I. C. 28 (1,2, 3,4,7)	Trace along a vertical line (Brigance)	Utilize relaxation techniques, appropriate positioning and body alignment. A transitional activity may be finger painting using ready mix vanilla pudding and coloring it with a non-allergic food coloring. Place some pudding on waxed paper. Give full physical assistance and verbal cues, move the student's hand/arm in the air, horizontally or vertically, whichever is easiest for the student. Then do the same motion using the pudding that has been placed on the waxed paper. If necessary, you may want to just place some pudding on the student's hand and just do the motion, horizontal or vertical, in the air and later on the paper. Gradually refine to the use of a paint brush and paints, then other media as the student's progress and ability allow. Correlate to V., I.C., D.M., R.L.	Ready mix vanilla puddings, non-allergic food coloring. Finger paints and paper. Waxed paper. as necessary, an upright standing easel or table easel.
N.C.I. C. 29 (2,3, 4,5)	Trace along a horizontal line (Brigance)		

(F.A.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
C. 83	Matches equal sets of a sample of one to ten objects (Portage)	Relaxation techniques, proper positioning and body alignment are primary for this activity. Transitional activities may be - using a familiar toy and matching it. For example, the student is given a favorite 'cuddly' toy and the teacher shows them another, giving full physical assistance and verbal/song cues. Wrist bells placed on the student and teacher may gain the student's attention while singing "Twinkle, Twinkle Little Star" or "Ring, ring little bell. I have one and you do too". Extend to other familiar colorful items. Be consistent with verbal song cues. Correlate with P.M., V., R.L., I.C.	Cuddly toys, jack-in-the box, dolls, puppets, wrist-bells, blocks, nerf-balls, stacking items, sox, mittens, hats, coats, lunch boxes, cups, pegs, double-form puzzles that can be easily manipulated.

Recreational/Leisure (R.L.)

Brown (1976) states that the severely handicapped students should be taught to engage in a variety of developmentally sound, age-appropriate skills to occupy their leisure time. These should include both individual and group activities.

Points to Remember:

1. All activities pre-suppose appropriate prior testing that has determined the functioning level of the individual student.
2. Be sure the student is as relaxed as possible, include relaxation exercies prior to positioning and before each activity.
3. Position the student as comfortable as possible for this activity.
4. Talk to the student, tell them what is going to happen and why. Some of these activities will be individual and some group oriented.
5. Provide the student with a variety of experiences that are age appropriate.
6. All suggested activities in this manual begin by using maximum assistance (full physical assistance).

Your attitude toward the student in any given situation, is the key to their success!

Key for use:

R.L. = Recreation/Leisure

M. 99 = Motor skill - Activity Card 99 - Portage Guide to Early Education

S. 66 = Socialization - Activity Card 66 - Portage Guide to Early Education

(R.L.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
S. 66	Physically interpret the mood of music. (Brigance)	Use a record player or tape recorder with slow, medium or fast tempo children's music. Place student in your lap, on a mat on the floor, on an air mattres or in a bean bag. Position properly and giving full physical assistance and verbal cues, move student in time to the music (within individual physical limits.) Correlate to I.C., P.M.	Record player and kindergarten records. Tape recorder and tape, floor mat or rug, bean bag chair, air mattress, puppets, bolsters, familiar toys. Language Master with picture of the student doing the planned activity.

(R.L.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
M. 105	Swings on swing initiating and sustaining motion. (Portage)	Use a portable jump swing, place student in seat, position, properly, and gently swing, giving maximum assistance and verbal cues. Use a suspended net hammock, position the student properly and gently swing or twirl to left and then right. Place toys on peripheral edge of the area when student is in a prone position, for him/her to observe, reach for, play with. Correlate to I.C., P.M.	Bolsters for positioning, variety of sit/stand toys, stationary or portable jump swing or hammock.

(R.L.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
M. 103	Make clay shapes put together with two to three parts. (Portage)	A transitional activity may be to use cotton balls dipped lightly in glue to make a shape such as a doll. Give the student verbal cues and full physical assistance. Let dry on aluminum foil. Soft cookie dough may also be used (it is easier to roll and may be eaten later.) Pre-softened clay can be rolled into balls or other shapes. Use similar verbal cues for each selected activity. Give full physical assistance if needed. Correlate to F.A., I.C., P.M., D.M.	Cotton balls, non-allergic glue, aluminum foil. Cookie dough and baking sheet. Pre-softened clay or play dough.

(R.L.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
M. 102	Bounces and catches large ball (Portage)	With the student in a comfortable position such as: in a wheelchair, in a bean bag, with you on the floor and student between your legs or in a corner chair, use verbal cue of "bounce" as you give maximum physical assistance.	Large beach ball, nerf balls such as soccer and baseball, bean bag to sit in, wheel chair or other appropriate materials.
M. 93	Catches large ball one in three trials. (Gesell)	As above, using verbal cue of "catch" as a pre-activity, you may want to just roll the ball to another student, push to another student or toward a wall. Correlate to V., I.C., R.L.	

Domestic Maintenance (D.M.)

Brown (1976) states that all severely handicapped students will function in some type of domestic environment, whether it will be a natural home, community living arrangement (C.L.A.), group home, or institution. Skills are needed in all these settings to function independently and productively. They include skills needed to cook, clean, shop, do laundry, etc.

Points to Remember:

1. All suggested activities presuppose appropriate prior testing that has determined the Functioning level of the individual student.
2. Be sure the student is as relaxed as possible, include relaxation exerices prior to positioning and before each activity.
3. Position the student as comfortable as possible for the activity.
4. Correlate activities with other domains whenever possible.
5. Provide the student with a variety of experiences using age appropriate materials and activities.
6. All suggested activities in this manual begin by using maximum assistanc (full physical assistance).

Your attitude toward the student, in any given situation, is the key to their success!

Key for use:

D.M. = Domestic Maintenance

M.
95 = Motor Skill Activity Card 95 Portage Guide to Early Education

S.H.
68 = SelfHelp Activity Card 68 Portage Guide to Early Education

N.C.I. = No comparable age appropriate Portage item, activity card and item numbers suggested can be upgraded.

(D.M.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 72	Place dirty clothes in a hamper (Brigance)	Begin by preselecting a familiar clothing item. Name the article chosen, for example, a shirt/blouse. Touch the student's shirt/blouse. Place the item in the student's hand, and giving full physical assistance with verbal cues, drop in a box or hamper (no top.) Gradually increase the number of items to be placed in the box or hamper. Keep the items selected familiar and relate each to the student's own clothing. Extend to color of the article as the student's progress and ability allow. Correlate to P.M., V., I.C., R.L.	Box, hamper with no top or a similar container. Items of clothing that are the student's own or other familiar items. The Lost and Found box is a useful source. Use a variety of textures for this activity.

(D.M.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 68	Clean up spills, getting own cloth. (Portage)	Begin by cutting sponge to fit student's hand/grasp, dampen sponge, have student wipe prespilled milk or colored water, use left to right progression, if possible cross mid-line -- give full physical assistance and verbal cues. Gradually extend to other kinds of cleaning -- for example, dust with a feather duster as student's progress and ability allow. Correlate to other domains such as P.M., V.,F.A., I.C.	Sponge cut for individual student. Milk or water colored with non-toxic vegetable coloring. Feather duster with adapted handle if necessary. Dish cloth, wash cloth; use variety of textured materials.

(D.M.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 83	Help set table with verbal cues. (Portage)	Begin with place mat having pre-drawn place setting. Use paper plates and the student's own utensils. Place appropriately, givng full physical assistance and use verbal cues. Extend to other kinds of tableware as student's progress and ability allow. Correlate with V., P.M., I.C., F.A.	Place mats, paper or plastic pre-structured with drawing of place setting. Use familiar items whether from student's lunch box or lunch tray.
S.H. 72	Clear place at table. (Portage) (Note: can be used here or with "puts trays away".)	Begin by removing one article at a time, extend to two, etc., giving full physical assistance and verbal cues. Correlate with (P.M.. I.C., F.A., V.)	Put away familiar items such as those listed above.

(D.M.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
N.C.I. S.H. 47 8	Carry water without spilling. (Gesell)	Begin by using student's cup/-glass, filled one-fourth full, move in left to right progression (as individual physical abilities allow) giving full physical assistance and verbal cues. Gradually increase the amount of liquid and the type of container as student's progress and ability allow. Correlate with other domains P.M., V., F.A., I.C.	Use containers student is familiar with to begin activity - their own cup/glass. Introduce small sand bucket or other such item with a handle that is empty. Gradually put/pour in small amount of colored water, build upon skill using other liquids as student progresses.

(D.M.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 72	Puts tray away. (Strang)	A transitional activity may be using styrofoam (meat) trays of various sizes. Place the empty tray in the student's hands, giving full physical assistance and verbal cues. Use small trays to begin with, then gradually increase the size. As the student progresses, place styrofoam cup or plate on the tray and repeat procedure. As you introduce a heavier tray, use it empty at first. Gradually place one item at a time on the tray and repeat the same verbal cues and givng full physical assistance as necessary. Correlate to V., P.M., I.C., R.L.	Various sized styrofoam meat trays. Styrofoam cups and plates. Small plastic trays of different colors. Student's own utensils.
S.H. 72	Clear place at the table. (Portage) (**Note:** can be used here and with "table setting")		

Vocational (V.)

Brown (1976) states the severely handicapped student has the right to and need for a comprehensive vocational training program that is designed to maximize the probability of attaining remunerative employment.

Points to Remember:

1. All suggested activities pre-suppose appropriate prior testing that has determined the functioning level of the individual student.

2. Be sure the student is as relaxed as possible, include relaxation exercises prior to positioning and before each activity.

3. Position the student as comfortably as possible for the activity.

4. Correlate activities with other domains.

5. Provide the student with a variety of experiences, using age appropriate materials and activities.

6. All suggested activities in this manual begin by using maximum assistance (full physical assistance).

Your attitude toward the student, in any given situation, is the key to their success!

Key for use:

V. = Vocational

M. = Motor Skill - Activity Card 74 - Portage Guide to Early Education.
105

C.
82 = Activity Card 82 - Portage Guide to Early Education

L.
76 = Language - Activity Card 76 - Portage Guide to Early Education

N.C.I. = No comparable age appropriate Portage item. Activity card and numbers suggested can be up-graded.

(V.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
L. 76	Find top and bottom of items on request. (Portage)	Use familiar items such as thermos, jar (plastic with lid), nuts and bolts (plastic) color code red for bottom or yellow and green for top. Red meaning "no" or stop, yellow - caution and green - go. These colors used in this way can be extended to other activities. Give full physical assistance and verbal cues when introducing top and bottom. Use student's body, also head top-toes/foot bottom. Correlate to P.M., F.A., I.C., D.M.)	Familiar things such as table, chair, wheelchair, the student, another student, teacher, aide, tray, cup, glass, thermos, nuts and bolts, door, etc.

(V.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
M. 105	Screws together threaded objects. (Portage)	Use familiar items such as thermos or jar partially open or closed. Extend to plastic nuts and bolts, which can also be sorted and color cued Give full physical assistance for each activity and verbal cues. Correlate to D.M., F.A., I.C., P.M., R.L.	Thermos, jar, colored plastic nuts and bolts, sorting tray as needed for each activity planned.

(V.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
C. 86	Name first, middle, last position (Portage)	Use familiar objects and people. Begin by making a line for dismissal naming the student involved as first. Use two students, name student involved as first. Extend to last, and then middle. Use familiar utensils to set table, place spoon - first, etc. Correlate to (P.M., D.M., F.A., I.C.). Give full physical assistance and verbal cues.	Familiar objects, books, people, other items such as trays, always putting the favored article first, then last, then middle.

(V.)	The average 4-5 year old can:	Activities for the S.P.I.	Suggested Materials
N.C.I. C. 41 (1,2, 4,5)	Sort dissimilar objects (Brigance)	Begin by using familiar items, such as spoon, fork or knife (similar in function, not shape) cotton ball, 1 inch cube, etc. Give full physical assistance when sorting into groups of all spoons, forks, knives, cotton balls or blocks. Begin by sorting only one of any two items selected and extend as the student's progress and ability allow. Give verbal cues. Correlate to D.M., P.M., I.C., F.A., R.L.	Spoons, forks, knives (rubber or plastic), cotton balls, nerf balls, 1-2 inch cubes, chips - square round, triangles of various colors, sorting tray structured to fit item(s) being sorted. For example, drawer tray for kitchen items, circle dish/-tray color coded to match chips, etc.

THE FIVE TO SIX YEAR OLD

Summary of the characteristics of the five to six year old

Height: 43 1/2 inches **Weight:** 42 1/2 pounds

A. Motor Abilities:

During this age period, according to Strang (1959), children are at the peak of their motor urge, dependent upon their environment and their activities become more purposeful.

Gesell (1960) states there is more precision in tool usage. Children of this age throw skillfully from the shoulder level and catch a ball with both hands.

Perceptual - motor development has improved to the degree that the child can mark with a crayon precisely, copy a circle, square and triangle easily according to Gesell (1960). He further states that the child is able to trace a diamond, cross and draw within a small area.

B. Language Abilities:

The child of five to six years has a more sophisticated use of language and uses less repetition of adults, according to Brown (1965).

In 1967, Levin stated that the child's intonation continues to improve in fluency and phonation. The child usually displays hesitations, pauses and speaks at a slower rate when giving an explanation rather than a description.

Personal Maintenance (P.M.)

Brown (1976) states that the severely handicapped students should be taught as many skills as possible that will enable them to be self-sufficient and free of caretakers. These skills include: bathing, eating, dressing, etc.

Points to Remember:

1. All suggested activities pre-suppose appropriate prior testing that has determined the functioning level of the individual student.
2. Be sure the student is as relaxed as possible, include relaxation exercises prior to positioning and before each activity.
3. Position student as comfortably as possible for the activity.
4. Talk to the student constantly, tell them what you are doing and why you are doing it.
5. Correlate activities with other domains.
6. Provide the student with a variety of experiences using age appropriate materials and activities.
7. All activities begin using maximum assistance (full physical assistance).

Your attitude toward the student, in any given situation, is the key to their success!

Key for use:

P.M. = Personal Maintenance

S.H.
92 = Self-help - Activity Card 92 - Portage Guide to Early Education

C.
89 = Cognitive - Activity Card 89 - Portage Guide to Early Education

N.C.I. = No comparable age appropriate Portgage item, and numbers suggested can be up-graded

(P.M.) The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
79 (1,2, 5) Use knife for spreading (Brigance)	Giving full physical assistance, prepare student by going through the motions of spreading, using left to right progression and crossing the midline whenever possible. Gradually reduce assistance and verbal cues as the student's progress and ability allow. Correlate to D.M., I.C., F.A., R.L.	Adapted dull knife or spoon for spreading. Toast, softened cream cheese, jelly, cake/cupcake, cookie, graham cracker, cracker, frosting.

(P.M.) The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 100 Cut soft foods with a knife. (Portage)	Giving maximum physical assistance, go through the motions of cutting with a knife, fork or spoon. Choose the utensil that the student is most familiar with and consider their particular diet. If the student is on pureed foods, substitute, for example, a banana that can be cut, then mashed and eaten, or a baked potato can be utilized in the same way. If the student is on a semi-solid to solid food diet, choose a soft food item such as bread or a hot dog. The importance here is to acquire the skill, within the physical and dietary limitations of the individual student. Correlate to D.M., V., I.C., R.L.	Appropriate knife fork, spoon, appropriate food items, depending upon the student's particular dietary habits, likes and dislikes.

(P.M.)	The average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 102	Open a 1/2 pint milk carton (Portage)	Color code opening side of a milk carton, using green for "go". Begin with color coded empty carton and go through opening procedure, giving full physical assistance and verbal cues. Gradually reduce physical assistance and cueing, except for color, as the student's progress and ability allow. Correlate to D.M., V., I.C., F.A., R.L.	Green non-toxic marker or green non-toxic tempera paint. Empty pre-opened carton, unopened carton, extend to larger and other kinds of cartons such as iced tea or lemonade.

(P.M.)	The average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
N.C.I. L. 18 (1,2, 3,4) L. 27 (1,2, 4)	Names body parts - shoulder, jaw, hips, wrist (Brigance)	If the student is unfamiliar with body parts, begin by giving full physical assistance and naming facial parts, modeling and repeating each one named, work on only one at a time, use mirror and picture of child (5-6) or picture of the students themselves. Give verbal cues. Gradually reduce physical assistance as student's progress allows. Extend to other body parts. Correlate to I.C., P.M., V., F.A.	Picture of 5-6 year old. Picture of student. Mirror, other students, teacher, aide as models or modeling, a familiar doll, animal or puppet. Finger or hand puppets work well for this activity.

(P.M.)	The average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 92	Select appropriate clothing for temperature and occasion. (Portage)	Begin by having pre-selected seasonal clothing and pictures of children dressed for that particular season. Talk about the student and his/her clothing and relate to picture, others in the class, teacher and aide. Giving full physical assistance, select one appropriate seasonal item and compare to others. Gradually extend to more items and seasons as student's progress and ability allow. Correlate to F.A., V., I.C., D.M., R.L.	Pre-selected seasonal clothing, preferably the student's own. Keep items familiar. Pictures of students dressed in appropriate seasonal clothing and later for various occasions. Pictures may be obtained from childrens' magazines, newspaper or ads from circulars and mounted on oak tag with student' name on his/her picture. Scraps of material of various textures are very appropriate items to use.

Interpersonal Communication (I.C.)

Brown (1976) states that severely handicapped students need to be taught the skills necessary to communicate to the best of their ability with non-handicapped individuals and handicapped individuals. These include skills needed for expression of basic wants or needs. These include skills needed for expression of basic wants or needs.

Points to Remember:

1. All activities pre-suppose appropriate prior testing that has determined the functioning level of the individual student.

2. Be sure the student is as relaxed as possible, include relaxation exercises prior to positioning and before each activity.

3. Position the student as comfortable as possible for the activity.

4. Talk to the student constantly, tell them what you are doing and why you are doing it even if the student is non-verbal.

5. Correlate activities with other domains.

6. Provide the student with a variety of experiences using age appropriate materials and activities.

7. All activities in this manual begin by using maximum assistance (full physical assistance), if indicated.

Your attitude toward the student, in any given situation, is the key to their success!

Key for use:

I.C. = Interpersonal Communication

S.
66 = Socialization Activity - Card 66 - Portage Guide to Early Education

L.
71 = Language - Activity Card 71 - Portage Guide to Early Education

C.
70 = Cognitive - Activity Card 70 - Portage Guide to Early Education

(I.C.)	The average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
S. 76	Imitate adult roles (Portage)	Introduce unfamiliar items by using them yourself and telling a story or looking at a familiar/favorite book or picture. Giving full physical assistance, dress student in pre-selected clothes and act out story. Use puppets to role play with another student. Use with class to act out other short stories. Holidays throughout the year can also be incorporated. Correlate to P.M., V., F.A., D.M., R.L.	Puppets, adult dress up clothes, small mirror, full length upright mirror, side floor full length mirror, other appropriate items.
S. 83	Act out part (s) of story, playing parts or using puppets. (Portage)		

(I.C.)	The average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
S. 77	Join in conversation at mealtime (Portage)	Place students in circle if in wheel chairs, or at a table with two to three other students. Talk about what they have for lunch, snack, what you were doing just prior to lunch, what will happen after lunch, etc. Correlate to P.M., D.M., V., F.A. Give full physical assistance as necessary.	Appropriate chairs, bean bag chairs, wheelchairs, snacks or lunches.

(I.C.)	The average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
N.C.I. L. 61. (2) 71. (3)	Deliver a two part message orally (Brigance)	If student is non-verbal, begin by writing a note to the teacher or aide, tell the student what it says, deliver to the appropriate person giving full physical assistance. Extend to another class, nurse, office, etc. Later put message on tape and repeat procedure having student press green color coded lever/button, giving full physical assistance. Correlate to P.M., D.M., F.A., V., R.L.	Paper, pencil, pen, magic marker, tape, tape recorder. If student is non-ambulatory - wheelchair or other appropriate transportation vehicle.

(I.C.)	The average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
L. 92	Describe location or movement through, away from, toward, over (Portage)	Begin by using puppet, favorite toy or doll and model for the student giving full physical assistance. Later put the student, if physically able, through a barrel or inner tube, use full physical assistance and verbal cues Place student on chest roll (over) if prescribed. Describe motions as they are done. Gradually extend as the student's progress and ability allow. Correlate to D.M., P.M., F.A., V., R.L.	Familiar puppet, doll, toy. Barrel, therapy ball, chest roll, other appropriate items.

(I.C.) The average 5-6 year old can:		Activities for the S.P.I.	Suggested Materials
S. 79	Comfort playmates in distress (Portage)	Begin by using a familiar/favorite toy or doll and verbally express concern, modeling what you would do, giving full physical assistance. Later transfer to another student who may be crying or showing other kind of discomfort and needs to be soothed. Correlate to F.A., D.M., P.M., V., R.L.	Familiar favorite toy, doll, puppet, teacher aide, another student, role playing, nurse, doctor, police or fireman dolls. All community helpers may be utilized depending upon the selected activity.

Functional Academics (F.A.)

Brown (1976) states this domain is listed strictly for organizational purposes and responds to parental concerns for academics. The skills included in this domain are those usually included in the traditional academic curriculum for the severely handicapped. They include such activities as functional reading, money recognition, matching by color, etc. However, all these activities can be included under one or more of the other non-mutually exclusive domains.

Points to Remember:

1. All activities pre-suppose appropriate prior testing that has determined the functioning level of the individual student.

2. Be sure the student is as relaxed as possible, include relaxation exercises prior to positioning and before each activity.

3. Position the student as comfortably as possible for the activity.

4. Talk to the student constantly, tell them what you are doing and why you are doing it.

5. Correlate activities with other domains.

6. Provide the student with a variety of experiences using age appropriate materials and activities.

7. All suggested activities in this manual begin by using maximum assistance (full physical assistance).

Your attitude toward the student in any given situation is the key to their success.

Key for use:

F.A. = Functional Academics

M.
123 = Motor Skill - Activity Card 123 - Portage Guide to Early Education

C.
91 = Cognitive - Activity Card 91 - Portage Guide to Early Education

N.C.I. = No comparable age appropriate Portage items, activity card and numbers suggested can be up-graded.

(F.A.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
N.C.I.	Not block vision with their hand (Gesell)	This is a basic skill and should be observed and taught to the S.P.I. students. Some movements are involuntary, it should be determined which kind of movement it is. Once a determination is made, use a behavior modification technique to reduce this behavior. For example, hold the student's hand(s) for 2-3 seconds and talk about why you are doing it. Make it pleasurable. Gradually increase length of time and reduce full physical assistance. Correlate to D.M., P.M., I.C., V., R.L.	Behavior modification techniques, verbal or tangible reward.

(F.A.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
N.C.I. M. 94 (1,2, 3,5, 6,7, 8)	Copy a circle, square, triangle. (Gesell)	Giving full physical assistance, trace circle in the air using verbal cues. Introduce single template secured to the table, wheelchair tray or slateboard. Review circle in the air using a magic marker, transfer to using template in a variety of situations and different materials. Gradually introduce square and triangle as the student's progress and ability allow. Correlate to D.M., P.M., V., I.C., R.L.	Paints - finger and tempera, non-allergic, various colored magic markers - wide tip, colored chalk, if not allergic, sand/salt/dirt tray, table sheelchair tray, lap slate board, magic slate, softened clay, cookie dough and appropriately shaped cookie cutter.

(F.A.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
N.C.I. 93. (2)	Classify toys, people, things to read (Brigance)	Begin by using pictures of familiar people - adults and children (brothers, sisters, classmates). Giving full physical assistance and verbal cues, classify those the student is familiar with. Extend to toys and things to read. Keep to what the student is most familiar with and shows a liking for. Expand experiences and materials as student's progress and ability allow. Correlate to D.M., P.M., I.C., V., R.L.	Pictures of familiar people, family members, classmates, books and toys. Extend to hallway, desk, table, chair, wheelchair, and other appropriate items the student has daily contact with.

(F.A.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
M. 23	Use a pencil sharpener (Portage)	Begin by giving full physical assistance and making a circular motion in the air (as with drawing a circle.) Fasten pencil sharpener to the table, wheelchair arm or tray and transfer the movement to turning sharpener handle. Review procedure as often as necessary and then introduce the pencil or crayon to be sharpened. Correlate to D.M., P.M., V., I.C., R.L.	Portable pencil sharpener with adapted handle if necessary. Primary pencils and crayons.

(F.A.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
C. 91	Print own first name. (Portage)	Begin by going through physical motion of the first letter of the student's name, giving full physical assistance. Next, use tag board and print/write, whichever movement is more comfortable for the student, using broad tipped magic marker. If student is not allergic to chalk dust, a lap slate board may be used as a magic slate. Always have a model of student's name in front of student when working with him/her. Color code only letter(s) you are working on. Example: TED, T could be red, others black; when working on TE they are red; D is black, etc. Approach in variety of ways. Use same color choices for chair, wheelchair, walker, lunch box, labels. Correlate to P.M., D.M., V., I.C., R.L. Gradually reduce assistance as student's progress and ability allow.	Oak tag, tempera paints (non-allergic), magic markers (broad tip), lap slate board, chalkboard, magic slate, construction paper. Label student's name on his/her chair, wheelchair, tray, cup, glass, hat and other clothing items. Be consistent in color choice.

Recreational/Leisure (R.L.)

Brown (1976) states that the severely handicapped students should be taught to engage in a variety of developmentally sound, age-appropriate skills to occupy their leisure time. These should include both individual and group activities.

Points to Remember:

1. All activities pre-suppose appropriate prior testing that has determined the functioning level of the individual student.
2. Be sure the student is as relaxed as possible, include relaxation exercies prior to positioning and before each activity.
3. Position the student as comfortably as possible for this activity.
4. Talk to the student, tell them what is going to happen and why. Some of these activities will be individual and some group oriented.
5. Provide the student with a variety of experiences that are age appropriate.
6. All suggested activities in this manual begin by using maximum assistance (full physical assistance).

Your attitude toward the student in any given situation, is the key to their success!

Key for use:

R.L. = Recreation/Leisure

M.
99 = Motor skill - Activity Card 99 - Portage Guide to Early Education

S.
66 = Socialization - Activity Card 66 - Portage Guide to Early Education

N.C.I.=No comparable age appropriate Portage item, activity card and number suggested can be upgraded

(R.L.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
M. 129	Can hit a ball with a bat or stick (Portage)	Suspend a large sized nerf or beach ball from the ceiling. Position student in wheelchair, standing box or in bean bag chair. Adjust height and position of ball. Giving full physical assistance and verbal cues, hit the ball using a plastic bat or child's tennis racquet. Gradually reduce assistance as the student's progress and physical ability allow Correlate to V., I.C.	Large nerf ball, beach ball, plastic bat or tennis racquet. Use various positions as student's physical abilities allow.

(R.L.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
M. 140	Hang 10 seconds from horizontal bar bearing own weight on arms. (Portage)	A transitional activity may be placing student in prone position over a chest roll, encourage weight bearing on arms. Stroking the back of the neck will help to encourage head righting. Place familiar toy in front of the student and encourage to look at the toy and reach for it. Give full physical assistance when necessary and verbal cues. Later use a floor ladder, place student on a mat in supine position and encourage to reach/-grasp bars. Give full physical assistance and verbal cues. Correlate to I.C., V., P.M.	Appropriate sized chest roll, toy, floor mat, floor ladder.

(R.L.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
M. 135	Steers wagon propelling with one foot. (Portage)	A transitional activity may be: using a crawlagator or a mobile mat. Place student in prone position and secure with safety belts if necessary. Push or pull student. Encourage arm or leg movement if the student is physically capable. Give full physical assistance and verbal cues. Place a favorite toy so the student can see it, push or pull toward toy and encourage student to reach for it. Assist as necessary. Later, when student is comfortable with this kind of movement, transfer activity to an appropriate sized wagon. Correlate to I.C., D.M., V., P.M.	Crawlagator, mobile mat, safety belts, favorie toy or another appropriate article, wagon, pillows, bolsters for proper positioning.

(R.L.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
N.C.I. M. 107 (1) M. 97 (2,5)	Run around three obstacles (Brigance)	Set up obstacles. If the student is ambulatory, take through the course. If student is non-ambulatory, use a crawlagator, mobile mat, wagon, or wheelchair, giving full physical assistance and verbal cues. Go slowly at first and gradually increase pace. Use safety belts and position comfortably. Correlate to D.M., P.M., V., F.A., I.C.	Pre-selected obstacles, crawlagator, mobile mat, wagon, wheelchair, safety belts and bolsters for positioning if necessary. If student is physically able, an adapted tricycle can be used.

(R.L.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
S. 74	Play with children on cooperative activity without constant supervision (Portage)	Circle activites may be used for this activity. Rolling a beach ball from one student to another, giving physical assistance and verbal cues as needed. Listening to a record or tape, watching television, a listening center activity may also be incorporated. Correlate to V., P.M., D.M., I.C.	Beach ball, various sized nerf balls, tape, tape recorder, listening center, television, familiar toys.
N.C.I. M. 102 (1,7)	Rolls playground ball while in sitting position. (Brigance)		
M. 93 (3,4)			

Domestic Maintenance (D.M.)

Brown (1976) states that all severely handicapped students will function in some type of domestic environment, whether it will be a natural home, community living arrangement (C.L.A.), group home, or institution. Skills are needed in all these settings to function independently and productively. They include skills needed to cook, clean, shop, do laundry, etc.

Points to Remember:

1. All suggested activities presuppose appropriate prior testing that has determined the functioning level of the individual student.
2. Be sure the student is as relaxed as possible, include relaxation exerices prior to positioning and before each activity.
3. Position the student as comfortably as possible for the activity.
4. Correlate activities with other domains whenever possible.
5. Provide the student with a variety of experiences using age appropriate materials and activities.
6. All suggested activities in this manual begin by using maximum assistance (full physical assistance).

Your attitude toward the student, in any given situation, is the key to their success!

Key for use:

D.M. = Domestic Maintenance

S.H.
91 = Self Help Activity Card 91 Portage Guide to Early Education

(D.M.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 103	Picks up, carries, sets down cafeteria tray. (Portage)	This activity can be an extension of D.M. skill of "put tray away" (pg. 33.) Give full physical assistance and verbal cues. Review tray lifting, place light item on the tray and have student lift and set down. If student is ambulatory, include carrying short distances. If non-ambulatory, model procedure of pick up, set down on wheelchair tray or table/desk, whichever is appropriate. Gradually increase items on the tray, empty at first, then partially full as the student's physical abilities allow. If student brings his/her own lunch box, help to put on tray and repeat procedure. Give full physical assistance and verbal cues. Gradually reduce assistance. Extend as student progresses to helping to set table. Correlate to P.M., V., I.C., R.L.	Small plastic tray, cafeteria tray, paper cups, thermos/other containers, utensils, lunch box.

(D.M.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
S.H. 94	Serves self at table and passes dish. (Portage)	A transitional activity may be going through the motions of serving themselves. Then introduce each item individually, such as: giving dish, cup, plate, back. Give full physical assistance and verbal cues. Extend to placing food on plate or other appropriate dish as the student's progress and physical abilities permit. Correlate to P.M., V., I.C., R.L.	Appropriate tableware for the activity planned.

(D.M.)	The Average 5-6 year old can:	Activities for the S.P.I.	Suggested Materials
S.H 91	Be responsible for one weekly household task and does it upon request. (Portage)	Choose a task that the student can easily do and may be familiar with. For example, you may want the student to turn on/off the lights in the classroom, or be responsible for dusting the teacher's desk. Give full physical assistance and verbal cues when doing the chosen task. If you are also teaching the concept of first and last, and the task chosen is turn on/off lights, have the student enter the classroom first and turn lights on, place last in line and turn lights off. Other activities can be adapted such as straighten toys, books, lunch boxes, etc. Extend to a daily task as student's progress and ability allow. For example, set their own place for lunch/snack, clean up trash after lunch/snack and place in trash. Introduce each task gradually giving full physical assistance and verbal cues as necessary. Correlate to P.M., V., I.C., R.L.	Long or short handled feather duster, books and case, lunch boxes, coats, sweaters, place mats, trash can, color cued light switches being consistent with red and green - off-on.
S.H. 96	Be responsible for one daily household task. (Portage)		
S.H. 96 (1,4)	Cleans up clutter (Brigance)		

Vocational (V.)

Brown (1976) states the severely handicapped student has the right to and need for a comprehensive vocational training program that is designed to maximize the probability of attaining remunerative employment.

Points to Remember:

1. All suggested activities pre-suppose appropriate prior testing that has determined the functioning level of the individual student.
2. Be sure the student is as relaxed as possible, include relaxation exercises prior to positioning and before each activity.
3. Position the student as comfortably as possible for the activity.
4. Correlate activities with other domains.
5. Provide the student with a variety of experiences, using age appropriate materials and activities.
6. All suggested activities in this manual begin by using maximum assistance (full physical assistance).

Your attitude toward the student, in any given situation, is the key to their success!

Key for use:

V. = Vocational

M. = Motor Skill - Activity Card 74 - Portage Guide to Early Education.

S.
81 = Socialization = Activity Card 81 - Portage Guide to Early Education.

N.C.I.= No comparable age appropriate Portage item, activity card and numbers suggested can be upgraded.

(V.) The Average 5-6 year old can:		Activities for the S.P.I.	Suggested Materials
N.C.I. M. 29- (3) M. 32 (1,21) M. 41- (1,2, 3) M. 50- (1,2, 3) M. 51- (1,2) M. 52- (2,3, (2,3, 4) M. 64- (2,3, 4-5) M. 74- (1,2)	Attain precision in the use of tools. (Gesell)	Depending upon the student's physiical and functioning abilities, the following may be used as enabling activities: Giving full physical assistance, place a one inch cube in the student's hand and using verbal cues, encourage him/her to hold it, increase later to two cubes. Improve pincer/palmer grasp by havng him/-her pick up finger foods. Extend to placing objects in a container and putting rings on a peg. If the student has cerebal palsey, use a curved bottom peg holder and sized (small to large) rings. Use peg board and large sized pegs, give full physical assistance and verbal cues. Review procedures frequently. Use large beads and plastic string, hold so when bead is slipped on it will drop easily, glue may be used to stiffen string. Use snap together toys, give full physical assistance and verbal cues, have student put together and pull apart. Extend as student's progrss and physical ability allow. Correlate to P.M., D.M., I.C., R.L., F.A.	One inch cubes, large stringing beads, plastic string, glue, finger foods, various objects to place in containers, stationary peg and rings, curved bottom peg and sized rings, snap together toys, velcro taped toys.

(V.) The Average 5-6 year old can:		Activities for the S.P.I.	Suggested Materials
S. 81	Use simple tools. (Portage)	Review turning of thermos, jar top, putting things together and taking them apart. Begin by using up and down motion of arm, giving full physical assistance and verbal cues. Substitute pound-a-peg or work bench, use plastic hammer and guide through the motions of hammering. Give full physical assistance and verbal cues. Review hitting the ball with a bat. Use clay to pound with hand and hammer. As the student's physical ability and progress allow, gradually introduce pound-a-peg, using one peg at a time and give assistance as necessary. Gradually introduce a pulley that has a favorite toy for the student to retrieve. Use an incline plane for a car or other wheeled small item to go down. Keep the items used familiar and easy to handle. Correlate to D.M., I.C., F.A., R.L.	Pound-a-peg, small portable work bench, plastic hammer, small pulley, small incline (for table, floor or wheelchair tray use) mobile toys, chain links (plastic) plastic nuts and bolts.
M 119	Hit nail with a hammer (Portage)		

Grace Roberts, O.T.R. - Selected Toy List for the 3 to 6 year old.

Toys that promote the following skills ------------>		Specific Single Motion	Combined Motions	Increase of Attention Span	Specific Muscle Strengthening	Development of Initiative and Independent Activity	Mental Stimulation Shape, size and Color Discrimination
Company	Toy						
Strombeck-Becker Mfg. Co.	Train Apart	X	X	X	X	X	X
Strombeck-Becker Mfg. Co.	Bill-Ding Clowns		X	X			X
Skaneateles-Handicrafters	Train Track & Blocks		X	X	X	X	X
Sifo Co.	Puzzels - Sifo		X	X		X	X
Paul Bon Hop, Inc.	Tots' Tool Box	X	X	X	X	X	X
Playskool Mfg. Co.	Postal Station	X	X	X			X
Playskool Mfg. Co.	Pump-A-Ball	X	X	X	X	X	X
Walco Bead Co.	Beads - Walco	X	X	X			X
Kohner Bros.	Loony Links		X	X	X	X	X
Paul Bon Hop, Inc.	Bon Hop Blocks		X	X	X	X	X
Playskool Mfg. Co.	Nok-Out Bench	X	X		X		X
Playskool Mfg. Co.	Tap-A-Toy	X	X				X

ANNOTATED CURRICULUM RESOURCES FOR THE TEACHER OF S.P.I. STUDENTS

by

Ellen Sommerton-Fair

Name of Curriculum

Mothers Can Help

Publisher and Cost

El Paso Rehabilitation Center, 2630 Richmond, El Paso, Texas 79930
Cost: Approximately $6.00

Activity/Content Categories

1. Defining the Problem
2. Positioning
3. Range of Motion Exercises
4. Posture and Locomotion
5. Hand and Arm Use
6. Feeding
7. Speech and Language Development
8. Sensory Stimulation
9. Perceptual Development
10. Developmental Play
11. Influencing Child Behavior
12. Emotional Development
13. Family Relationships

The information contained in this book is described in both narrative and sketch format. The sketches are used to furher describe techniques in positioning, handling, etc. At the end of each chapter questions are listed. These questions review the pertinent information in the chapter.

Reviewer's Comments

This book is particularly helpful to parents and teachers of severely handicapped children who also have physical disabilities. The sketches are particularly helpful in further describing the techniques outlined. The review questions assist the reader in determining the most important aspects of the text.

Generalized Curricular Philosophies

Name of Curriculum

An Education Curriculum for the Moderately, Severely, and Profoundly Mentally Handicapped Pupil.

Publisher and Cost

Charles C. Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois.
Cost: Approximately $7.00.

Activity/Content Categories

1. Introduction
2. Developmental Level I: Self-Help Skills Classroom
3. Developmental Level II: Pre-Academic Classroom
4. Developmental Level III: Academic I Classroom
5. Developmental Level IV: Academic II Classroom
6. Language Development Programs
7. Application of Behavior Modification

Format

This text explains, using similar format, instructional programs for four levels of handicapped students. Each instructional program level is introduced with a brief narration. The author then lists appropriate instructional objectives for the program. She introduces the type of students for which the objectives and program were designed and finally she outlines the classroom schedule and procedures.

As mentioned above, this format is utilized for all four levels.

In addition to the above information, the author briefly describes the format for language development programs and includes some sp\eech games. She also supplies a short rationale for the application of her modification.

Reviewer's Comments

This curriculum offers much assistance to the new teacher.

Perhaps one of its best features is the description of the type of students for which each program was developed.

The typical classroom schedule and procedures also offer much useful information.

Name of Curriculum

Educating the Severely and Profoundly Retarded

Publisher and Cost

University Park Press, Chamber of Commerce Building, Baltimore, Maryland 21202
Cost: $14.95

Activity/Content Categories

I. Education and Training Programs

  A. Broad Aspects of Treatment
  B. General Instructional Procedures
  C. Sensorimotor Stimulation and Development
  D. Development of Self-Care Skills
  E. Language Development Programs
  F. Development of Social and Emotional Behaviors

II. Supportive Services

  A. Parent Training Programs
  B. The Role of the Para-Professional in School Programs
  C. Vocational Rehabilitation Programs
  D. Community Programs

Format

This book combines articles, essays and original works each focusing on educational concerns of the severely/profoundly handicapped. The contents offer instructional procedures, theory, research, and program descriptions written in narrative format.

Reviewer's Comments

This book provides one of the most comprehensive collections of readings in the area of the severely/profoundly handicapped currently available. The book covers a wide variety of subject areas, and includes many pioneer studies. Occasionally readings are dated and some concern themselves with the moderately handicapped.

Generalized Curricular Philosophies

Name of Curriculum

The Severely and Profoundly Handicapped: A Practical Approach to Teaching

Publisher and Cost

Grune and Stratton, Inc., 111 Fifth Avenue, New York, N. Y. 1003
Cost: Unknown

Activity/Content Categories

1. Identifying and Analyzing Problems

    A. Introduction
    B. Observation for Evaluation
    C. Educational Planning

2. Recognizing and Implementing for Specific Skills

    A. Introduction
    B. Infant Learning
    C. Body Image
    D. Experience with Objects
    E. Tactile Stimulation
    F. Olfactory and Gustatory Sense Training
    G. Visual Stimulation and Training
    H. Auditory Stimulation and Training
    I. Movement in Space
    J. Self-Care Skills
    K. Communication
    L. Language Development
    M. Speech Training and Oral Language
    N. Socialization, Play and Use of Free Time
    O. Behavior

3. Family Concerns and Other Considerations

    A. Introduction
    B. Communication to Parents

Activity/Content Categories (Cont'd.)

C. Kinds of Programs
D. Severely and Profoundly Handicapped in the Community
E. Learning to Live Together
F. Vocational Rehabilitation
G. Advocacy

Format

This text employs for the most part a narrative format. It approaches each of the subject areas listed previously by first discussing general considerations regarding instruction in that particular area. Following the narrative, there are lists of "other suggestions" which offer procedure checklists and alternative strategies.

Reviewer's Comments

This book offers much useful information to the new teacher of the severely/profoundly handicapped. The lists of "other suggestions" give a variety of ideas. General information regarding the nature and needs of the severely/profoundly handicapped child is helpful.

Generalized Curricular Philosophies

Name of Curriculum

Teaching the Severely Handicapped

Publisher and Cost

Grune and Stratton, Inc., 111 Fifth Avenue, New York, New York 1003
Cost: $19.50

Activity/Content Categories

1. Introduction

   A. Future Directions in Work with the Severely/Profoundly Handicapped Persons: An Overview

   B. Overview of Comprehensive Services for the Severely/Profoundly Handicapped

2. Developmental Sequence and Curricula

   A. Developmental Pinpoints
   B. Educational Programming for the Severely/Profoundly Mentally Retarded
   C. Prototypic Model for the Development of Instructional Materials

3. Assessment and Performance Measurement

   A. Educational and Assessment Strategies for the Severely Handicapped
   B. Essentials of Performance Measurement

4. Intervention Strategies

   A. Early and Continuous Intervention Strategies for Severely Handicapped Infants and Very Young Children
   B. Intervention Strategies for the Severely/Profoundly Handicapped Child
   C. Language Development Program for Severely Handicapped Children

Format

This book is a collection of papers authored by a variety of professionals working in the field of education of the severely/profoundly handicapped. The text has four major sections, Introduction, Developmental Sequences, Assessment and Performance Measurement and Intervention Strategies. Each major section contains several papers which direct themselves to the topic. The papers range from the theoretical to the practical with major emphasis on the practical. Most papers use a narrative format, with the exception of two papers which combine narrative with lists of developmental skills.

Reviewer's Comments

This book offers a wide variety of information to the reader. It contains papers describing many of the pioneer programs in the education of the severely handicapped. These papers provide "how to" information in addition to guidelines for developing appropriate educational programs for these students.

The book is very well written and the papers contained in the text offer a wide variety of very pertinent information from some of the most significant educators in the field.

Some Basic Techniques

Excerpt from First Day, First Year Practicum Report (1981)
70
by - Yvonne Arnold

General Suggestions

Talk to student throughout procedures using his/her name frequently.

Dress for the job -- wear comfortable clothes and flat heeled shoes.

Cover all vinyl equipment with a sheet or a towel.

Watch for circulation impairment.

Check for pressure points.

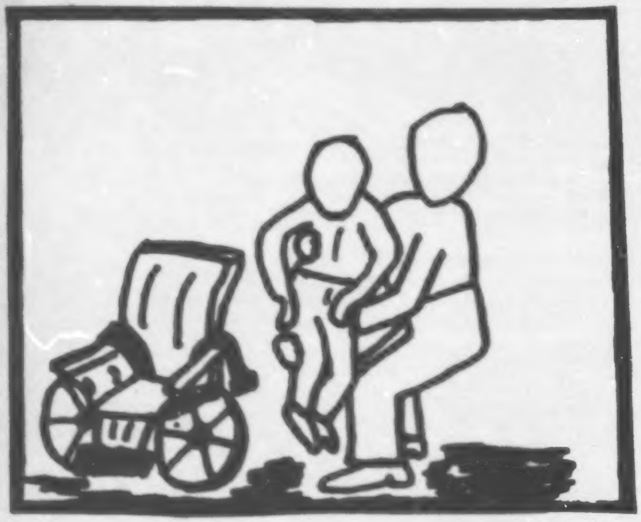
Don't allow neck hyperextension (head too far back) or flexion (head too far forward).

NEVER -- force student's limbs into position!

Prepare area for the student. (mat, beanbag, bed, air matress, wedge, bolster)

Be sure pathway is clear.
Position and lock the wheelchair.

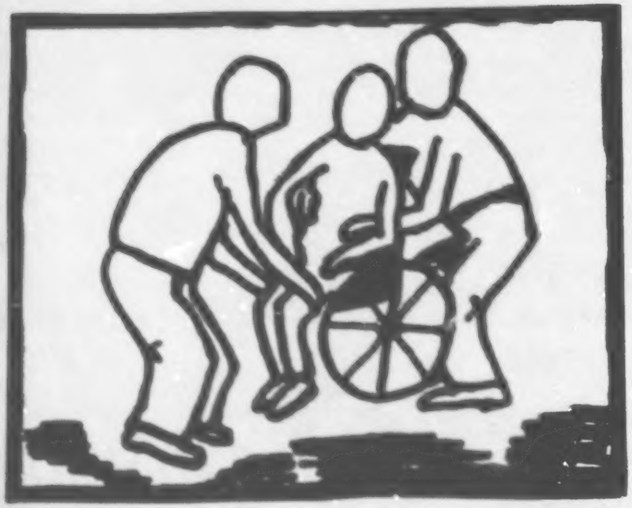
Now you are ready to lift.



ONE MAN LIFT

Unfasten safety belt - never leave child unattended. Maintain some kind of body contact once belt is unfastened. Lift using your stronger arm.

a - your stronger arm under shoulders of student, supporting head and shoulders
b - other arm under mid-thigh
c - hold student close to your body
d - turn, taking small steps
e - move your body with your feet - be careful not to twist and turn
f - place student in pre-determined area



TWO MAN LIFT

Follow area preparation suggestion.

a - direction and timing should be prearranged (e.g. - "one, two, three - lift)
b - person A - place yourself to the back and side of the chair; place your arms under both arms and hold on to student's wrists.
person B - place forearms under student's mid-thigh.

You are now ready to lift.
Count - "one, two, three - lift"

BEST COPY AVAILABLE

RETURNING STUDENT TO WHEELCHAIR

Position chair, lock brakes, make sure safety belt is in place.

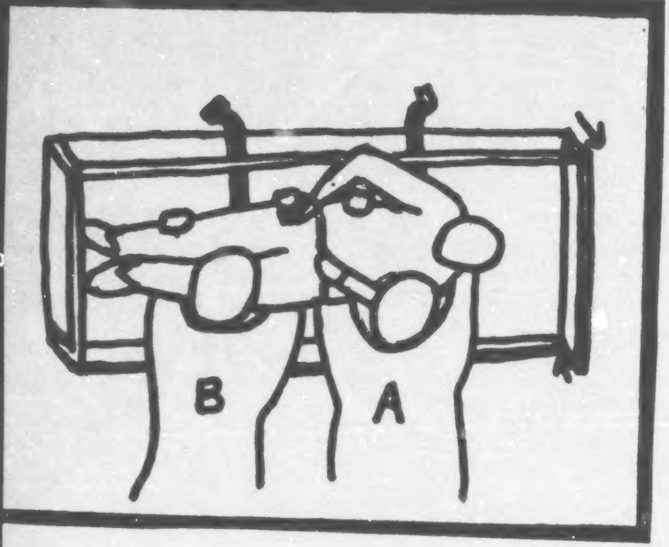
ONE PERSON LIFT

Stand close to child, bend your knees. Use your stronger arm to securely cradle child's head and shoulders; with other arm securely cradle knees. Keep child close to your body. Take small steps turning and walking to chair (turn with your feet - do not twist your body). Standing beside wheelchair, gently place child in chair, fastening safety belt immediately. Position child as close to midline as possible. Tighten safety belt.

TWO PERSON LIFT

Be sure chair is locked.
Direction and timing should be prearranged ("one, two, three - lift").
With larger person or floppy child put in sitting position before lift, if possible.
Lifter A - from behind, slide arms under student's arms and hold wrists.
Lifter B - from the side, place your forearms under student's mid-thigh
Count and lift.
Place in chair and position.
Fasten and tighten safety belt.

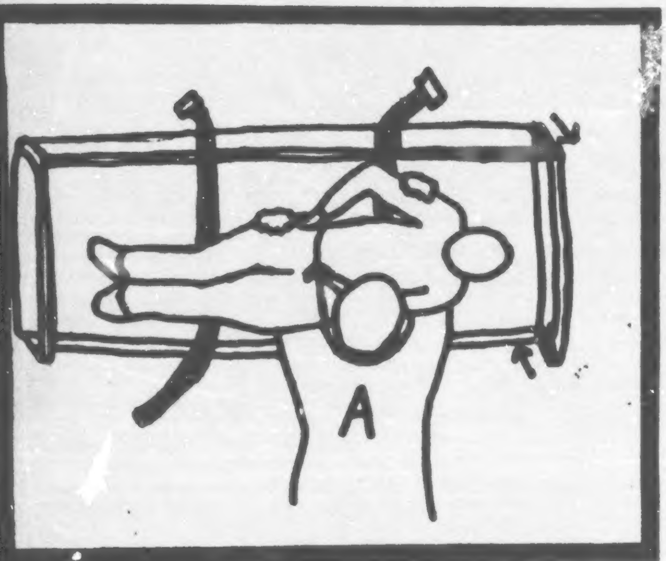
Follow same procedure for lift onto gurney (litter).



TWO MAN LIFT OFF LITTER

Both lifters should be on same side of litter. Lower the nearer side rail. Unfasten safety belts. Maintain body contact and awareness of student at all times.

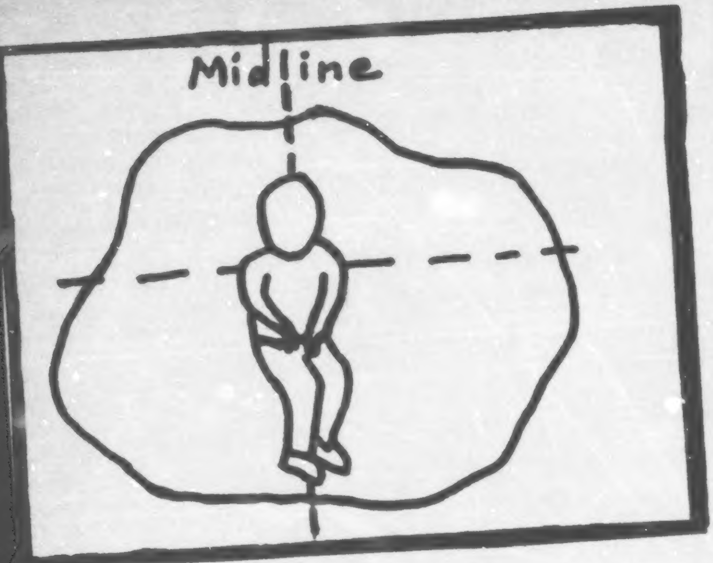
a - lifter A - slide your arm under student's shoulders
b - lifter B - slide your arms under student's waist and mid-thighs
c - count and lift in the predetermined direction
d - lower student to mat bending your legs not your back



GURNEY

Be sure one side rail is down and wheels are locked.
Lifter A - slide your arm under student's shoulders.
Lifter A - slide your arms under student's waist and mid-thighs
Count and lift.
Place on gurney, raise and lock both side rails.
Fasten and tighten safety belts.

Take care not to let go! If you must - alert the other lifter.

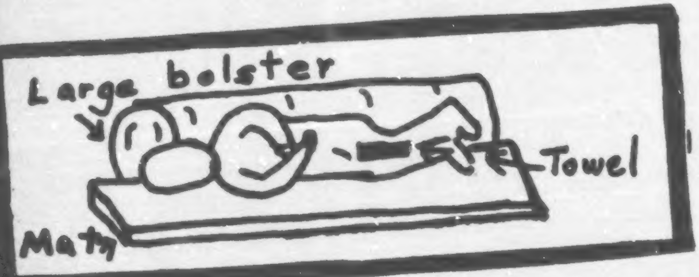


POSITIONING

Basic Sitting Position

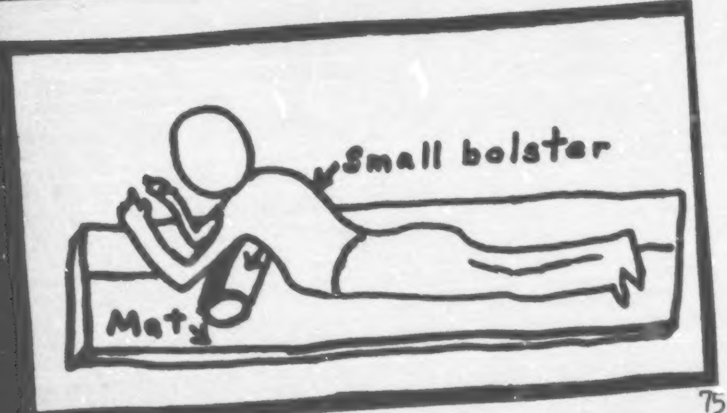
Bean Bag Chair

- a - place child as close to midline as possible
- b - not more than 30 minutes in one position
- c - placement of towels, bolsters, abductor, etc., at arms, head, legs to approximate midline
- d - feet should be supported
- e - relax child with short downward stroking



Side-lying

Bolsters, towels, etc., for positioning on mat, beanbag or wedge. Knees and ankles should be kept separated slightly (e.g., with towel). Head and back should be supported.



Prone

Mat - soft bolster under chest at level of armpits (bolster size appropriate to size of child)

Small Wedge - forearms forward, weight-bearing on elbows

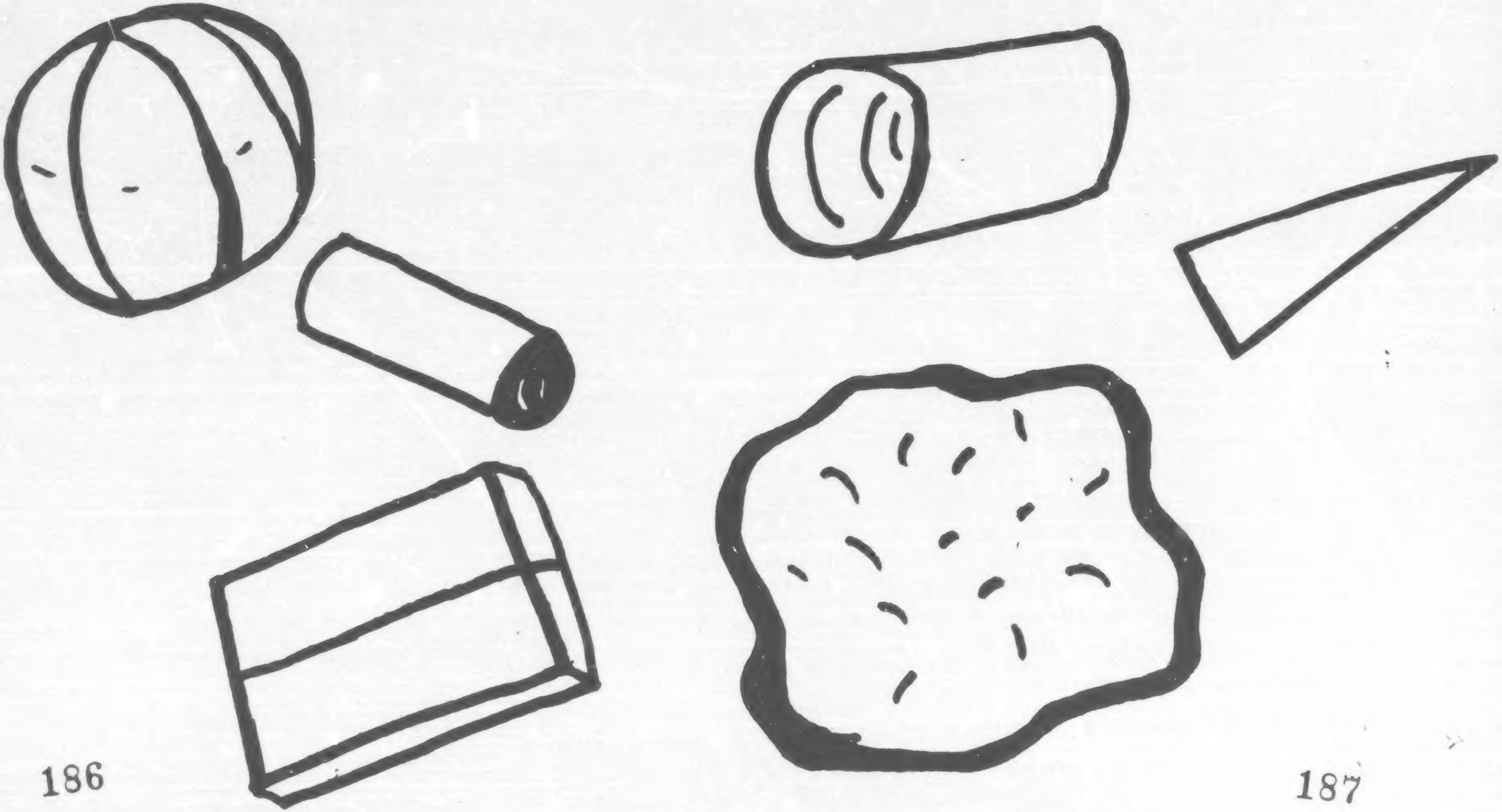
Beanbag - limbs not under child, breathing not obstructed

Supine (on back) - LEAST ADVANTAGEOUS POSITION

Quiz I

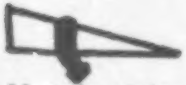
1. You should wear _____ and _____.
2. You should cover vinel equipment with ____ or ___.
3. You should (sometimes, always, never) force a student's limbs into position.
4. In a one person lift, you always lift using your left arm as support. (T or F)
5. In a two person lift it is wise to count-- a. 1-2-lift, b. 1+2+3 + lift, d. all are correct, e. only c is correct.
6. When returning a student to a gurney or a wheelchair, the first step is: a. lock the chair/gurney, b. position the chair/gurney, c. be sure safety-belt is in place.
7. Placed in a beanbag chair, the student's head should be: a. to the left, b. right, c. midline
8. The least advantageous position for the S.P.I. student is supine. (T or F)

Equipment



EQUIPMENT

Prone Wedge



This is a small triangular wedge shaped object made from foam or from wood covered with foam. It is approximately 4 to 6 inches high and 10 to 12 inches long depending on the size of the child. Straps stabilize the shoulders and/or hips. The wedge helps a child maintain the prone position for a time period in order to stimulate postural tone. For children with weak arms, the wedge enables them to reach for toys and to manipulate toys in front of them, or play in water, sand, and various media. This stimulates weight on extended arms.

Small Roll

This a 2 foot section of heavy cardboard tubing between 4 and 6 inches in diameter covered with carpeting or terry cloth. It is used especially for children with flex or hypertonus in prone position to enable them to use their hands and to take weight on their arms. The child is placed over the roll so that it lies under his arm pits and is sufficiently forward so as not to restrict breathing.

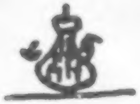
Large Ball

This is a 36 inch diameter inflated beach or therapy ball. This is used for vestibular stimulation to promote head righting reactions in prone and supine positions. After appropriate introduction the child is placed on the ball, moved first forward and back, and then moved in a circular pattern to the left and right. The child is held at hips, knees, or ankles according to need, and the speed and extent of movement is individualized according to the child's reaction to stimulation. Initially, the head should come to mid-line, then some extension might be noted on forward push. This might be followed by pushing up on flexed arms then on extended arms. Finally, the child might reach for a suspended object with one or both hands. In supine position, head flexion might be noted in response to stimulation as well as accommodation of head, trunk, and arms to circular movement.

Foam Mat

This is a 6 by 4 foot length of foam 4 inches thick. It is used to increase body awareness in rolling and belly creeping exercises and to stimulate equilibrium reactions in four point crawling and walking.

Hammock

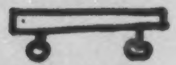


This is a net hammock both ends of which are suspended from one point so that the resulting loop is approximately one foot off the ground. A square of carpeting or foam rubber is placed in the loop to enable the child to be placed in the hammock more easily Mats are placed under the hammock as a precaution. Its uses are: vestibular stimulation, promotion of increased postural tone, relaxation, and reflex inhibiting postures as well as reach and grasp activities. The child is placed prone across the hammock with his arms and legs extending beyond the netting and is swung in a forward and backward motion or spun. In the supine position, the head is supported by the hammock.

Barrel

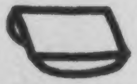
This is a heavy cardboard container approximately 12 to 15 inches in diameter covered by carpeting. Used to promote protective extension as well as weight bearing to legs and arms, the child is placed prone and supine over the barrel and encouraged to push off from the floor with hands and feet. When he has some sitting balance, he may straddle the barrel and rock from side to side to promote balance reactions.

Scooter Board/Crawligator



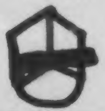
This is a square or rectangular board on casters. It is used to promote postural tone and weight on extended arms with increased mobility. The child is placed prone on the board. A single strap around his middle supports and maintains this position. The child is then pushed or pulled on the floor or encouraged to use his hands to propel himself.

Vestibular Board



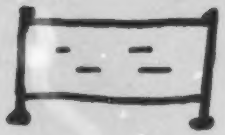
This is a rectangular board on rockers, 60 by 30 inches. It is used to promote equilibrium reactions in lying, four point crawl position, and sitting. The child is placed on the board in the appropriate position, and is either rocke or rocks himself side to side or forward and backward.

Triangle Chair



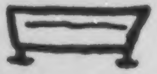
This is a specially constructed chai described in Nancie R. Finnie's book, Handling the Young Cerebral Palsied Child at Home, with an additional tray attachment. It is used for the child who demonstrates poor hip flexion in sitting, stiffly adducted legs, and who pushes back with his head. The chair supports the hips in the correct sitting posture, abducts the legs, and brings the arms and hands forward into the child's line of vision to promote a more normal reach, grasp, and munipulation of toys.

Mirrors



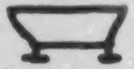
These are propped up in front of children in a prone position on the floor. This provides visual stimulation to promote head elevation and body awareness in finding and touching body parts.

Water Table/Basin



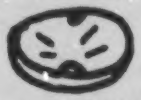
This is a table that holds water and has a depth of 6 inches. It is used to stimulate body awareness, head righting in prone and supine positions, weight on extended arms, amphibian reaction, and movement in both arms and legs. Squeezing, splashing, and pouring activities are performed either sitting in the table or standing in it.

Sand Table



This is the same as a water table but full of sand. It is used to promote body awareness particularly of hands and feet, and to develop appropriate play patterns of patting, scooping, pouring, etc.

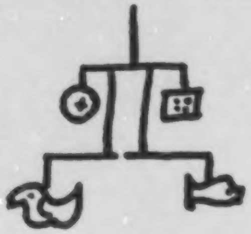
Saucer



This is a large metal concave disc which is sold commercially for sledding. It is used for vestibular stimulation and to stimulate balance reactions in lying, kneeling, and sitting. The saucer is spun or tipped in various directions in order to stimulate the appropriate responses.

Toys

These are a wide variety of infant toys and mobiles which may vary in weight, texture, color, shape, and noise making ability. These should be of a nature to stimulate reach, grasp, and manipulation for all levels of hand and cognitive development. They are also used in auditory and visual tracking exercises.



Quiz II

Name and give one use for each.

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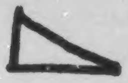

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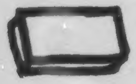

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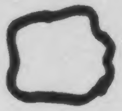

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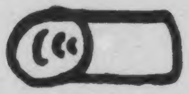

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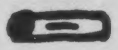

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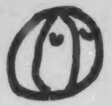

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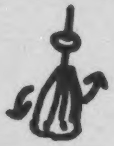

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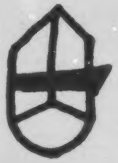

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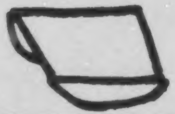

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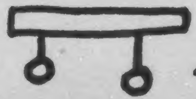

Terms to Know

vestibular

tactile

side-sitting

Olfactory

proprioceptive

reflex inhibiting

swaddling

GLOSSARY

Tactile: Stimulation to the skin surface makes the nervous system more receptive to subsequent stimulation. Discrimination and body awareness are also increased. The child is rubbed over his entire body with a wash cloth, massage mit, soft brush, or other fabric. Body parts are named as they are rubbed in a downward pattern generally starting with the back. Body awareness games and songs may also be included. Special rubbing patterns are prescribed for children with imbalanced muscle tone so as not to increase hypertonicity and for tactilely defensive children so as to diminish withdrawal response. Children are encouraged to wear a minimum amount of clothing during activities so as to maximize tactile input. Hands, feet, and face are generally emphasized.

Vestibular: This stimulation is used primarily to promote postural tone and righting reactions. In addition to the equipment described in the previous section, a number of carrying and swinging positions are suggested where appropriate.

Proprioceptive: This is used in weight bearing and joint approximation techniques; lying, kneeling, and standing to promote body awareness and enable locomotion.

Visual: Stimulation used to motivate children, to promote visual discrimination and eye-hand coordination on all levels.

Auditory: This is used to promote auditory discrimination, location of sound, as well as rhythm and sequencing. Language is used according to the Communication Specialist's recommendations based on the child's level of understanding and verbalization.

Olfactory: Stimulation used to introduce tastes and smell in the feeding program to promote acceptance and/or discrimination.

POSITIONING

Swaddling: This is used to promote relaxation and relating. The child is wrapped in a blanket in total flexion, and is then held in care worker's arms and gently rocked.

Reflex Inhibiting Postures: Examples of these postures are: side-lying for homolateral pattern, curling for total flexion in supine position, and heel-handing for total extension pattern.

Side-sitting: This position is used to stimulate lateral protective reaction, trunk rotation, and adducted legs. (Down's Syndrome Children).

MOVEMENT FACILITATION

These are only some of the more common exercises used to promote coordinated movement and to enable the child to move from one position to another (lying to sitting, sitting to creeping, etc.):

Head Rotation: The child is placed in prone, supine, or sitting position. Auditory or visual stimulation is then presented first at the left side and then at the right side. The child is expected to turn his head independently of his body.

Trunk Rotation: In the supine position, one leg is flexed and inwardly rotated so that the knee touches the floor on the opposite side of the trunk while the arm of the same side is extended and outwardly rotated. In the sitting position, the child is placed facing out between the worker's legs. The worker then holds the child around the chest and turns the child to face first the left side then the right side.

Rolling: This is used to establish segmental rolling -- the child is rolled first with assistance at head and legs, then only at the head, and finally only at the legs. The arm over which the child rolls is extended next to his ear. The head is then slightly flexed and turned over that arm. The opposite leg is flexed and inwardly rotated across the body. Timing is important and assistance is reduced as segmental rolling is developed.

Leg Flexions: In the supine position, the child's legs are flexed to his chest and then extended back to the floor. This exercise is done alternately and reciprocally to develop independent coordinated leg action.

Pull to sit: This is used to improve the child's head control. The child is pulled from a supine lying position by grasping both hands and encouraging him to pull himself to a sit while holding his head in line with his body. He is then lowered to the floor in the same way.

Answers

Quiz I

1. comfortable clothing - low heeled shoes
2. sheets or towels
3. never
4. F - only if you are right handed
5. d - you predetermin best way, (1-2-3-1 ift is used most)
6. b
7. c
8. F

Quiz II

1. prone wedge - to promote head righting
2. mat - used for most positioning techniques
3. beanbag chair - sitting
4. barrel - promote protective extension
5. small-bolster - weight bearing on arms
6. therapy-ball - to bring head to mid-line, and extension
7. hammock - promote increased postural tone
8. Corner-chair - use with child who has poor hip flexion when sitting - C.P. child
9. vestibular board - to promote equilibrium reactions
10. crawligator - arm and leg movement, postural tone, increase mobility

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Appendix D

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A.S.K.S.

YOUR ATTITUDE TOWARD THE STUDENT IS THE KEY TO THEIR SUCCESS

AN INTRODUCTION TO SELECTING APPROPRIATE GOALS AND ACTIVITIES FOR THE SEVERELY/PROFOUNDLY IMPAIRED THAT ARE APPROPRIATE FOR THEIR AGE

(USING CURRICULAR DOMAINS)

BY

YVONNE ARNOLD

MANUAL II

THE SIX TO EIGHT YEAR OLD

A. S. K. S.

YOUR ATTITUDE TOWARD THE STUDENT IS THE KEY TO THEIR SUCCESS

IN PARTIAL REQUIREMENTS FOR THE
DOCTOR OF EDUCATION DEGREE IN EARLY CHILDHOOD EDUCATION

BY

YVONNE ARNOLD

MARCH, 1983

MANUAL II
THE SIX TO EIGHT YEAR OLD

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FOREWORD

THIS MANUAL WAS DEVELOPED AS A RESULT OF THE WRITER'S EXPERIENCE WITH THE SEVERELY/PROFOUNDLY IMPAIRED (S.P.I.) STUDENTS AND THE DEDICATED PEOPLE WHO WORK WITH THEM.

THE SKILLS LISTED IN THIS MANUAL ARE APPROPRIATE FOR THE AVERAGE SIX TO EIGHT YEAR OLD. THE SKILLS ARE LISTED UNDER THE CURRICULAR DOMAINS AS DETERMINED BY BROWN (1976). THEREFORE, MOTOR-SKILLS MAY BE FOUND IN ANY OF THE DOMAINS, DEPENDING UPON THE REQUIRED TASK. FOR EXAMPLE, THE AVERAGE SIX TO SEVEN YEAR OLD SHOULD BE ABLE TO POUR DRY CEREAL INTO A BOWL. UNDER THE DOMAINS, THIS MAY BE CONSIDERED A PERSONAL MAINTENANCE SKILL - FEEDING, FUNCTIONAL ACADEMICS - MEASURING INTO A BOWL OR FOOD CLASSIFICATION, RECREATION/LEISURE - AS SNACK TIME, DOMESTIC MAINTENANCE - PLACING GROCERY ITEMS AWAY, INTERPERSONAL COMMUNICATION - TALKING ABOUT WHAT WE HAVE FOR BREAKFAST OR SNACK, VOCATIONAL - PACKING SMALL ITEMS OR SORTING ITEMS.

SOME STUDENTS DEVELOP FASTER THAN OTHERS AND OVERLAPPING OF SKILLS MAY OCCUR. FOR EXAMPLE, AN AVERAGE CHILD OF SEVEN MAY POSSESS THE RUDIMENTS OF PLAYING SOFTBALL BUT MAY NOT BE ABLE TO CATCH A TENNIS BALL WITH TWO HANDS, A SIX YEAR OLD SKILL. ONE MUST KEEP OVERLAPPING OF SKILLS IN MIND WHEN WORKING WITH YOUNG CHILDREN. THIS IS ESPECIALLY TRUE WHEN DETERMINING TASK AND ACTIVITIES FOR THE S.P.I. STUDENT THAT ARE APPROPRIATE FOR HIS/HER AGE.

FOR THE PURPOSE OF THIS MANUAL, THE SOCIAL/EMOTIONAL DOMAIN IS NOT TREATED AS A SEPARATE DOMAIN BUT IT IS CONSIDERED INTEGRAL PART OF ALL DOMAINS.

THE MANUAL HAS BEEN DESIGNED TO MEET WITH THE SPECIFIC NEEDS OF THE S.P.I. EDUCATOR. AS AN INTRODUCTION, IT IS DESIGNED FOR REFERRAL PURPOSES AND TO STIMULATE IDEAS AND FURTHER EXPLORATION BY THE TEACHER.

THE VALUE OF THE MANUAL IS IN ITS ADAPTABILITY TO MEET THE CHILDREN'S NEEDS WITH GOALS AND ACTIVITIES THAT ARE APPROPRIATE FOR THEIR AGE. THE POSSIBILITIES ARE AS LIMITLESS AS IS THE UNTAPPED POTENTIAL OF THE S.P.I. STUDENT.

YVONNE ARNOLD

MANUAL COMPOSITION

THE INFORMATION CONTAINED IN THIS MANUAL IS ARRANGED FOR THE CONVENIENCE OF THE TEACHER WHEN WRITING GOALS AND ACTIVITIES THAT ARE APPROPRIATE FOR THE SEVERELY/PROFOUNDLY IMPAIRED (S.P.I.) STUDENT'S AGE LEVEL.

THE SUMMARY OF CHARACTERISTICS FOR EACH AGE LEVEL WAS LIMITED TO MOTOR AND LANGUAGE ABILITIES FOR THE SIX TO SEVEN YEAR OLD AND THE SEVEN TO EIGHT YEAR OLD. SOME OVERLAPPING OF SKILLS WILL OCCUR, HOWEVER, THESE TWO AREAS LEND THEMSELVES TO ALL ACTIVITIES FOR THE AVERAGE STUDENT BUT ARE EVEN MORE SIGNIFICANT WHEN PROGRAMMING FOR THE S.P.I. STUDENT.

EACH OF THE SIX DOMAINS THAT PRECEDES A PARTICULAR AGE LEVEL ARE DEFINED ACCORDING TO BROWN (1976). EACH DOMAIN CONTAINS POINTS FOR THE TEACHER TO REMEMBER WHEN WORKING WITHIN THAT DOMAIN. THE ITEMS ARE NOT ALL INCLUSIVE BUT WERE CHOSEN FOR THEIR ADAPTABILIY AND AGE APPROPRIATENESS FOR THE S.P.I. STUDENT.

A SELECTED TOY LIST, ANNOTATED CURRICULUM SUGGESTIONS AND A SECTION ON BASIC TECHNIQUES HAVE BEEN PROVIDED FOR YOU TO PURSUE FURTHER.

SELECTING GOALS AND ACTIVITIES FOR THE SEVERELY/PROFOUNDLY IMPAIRED (S.P.I.) STUDENT THAT ARE APPROPRIATE FOR THEIR AGE

SELECTING GOALS AND ACTIVITIES FOR THE SEVERELY/PROFOUNDLY IMPAIRED (S.P.I.) STUDENT PRESUPPOSES THAT TASK ANALYSIS AND OTHER APPROPRIATE EVALUATIONS HAVE TAKEN PLACE. CONSULTATIONS WITH THE SPEECH/LANGUAGE THERAPIST, OCCUPATIONAL OR PHYSICAL THERAPIST, AND OTHERS IF INDICATED WILL ALSO HAVE OCCURRED. IMPLIED IN THE ABOVE, ARE SUGGESTIONS FOR CLASSROOM ACTIVITIES FROM THE VARIOUS PERSONNEL INVOLVED WITH THE STUDENT.

AGE APPROPRIATENESS IN GOAL SELECTION, FOR THE S.P.I. STUDENT, DOES NOT MEAN THAT BY AGE SIX THE STUDENT WILL BE ABLE TO RUN AROUND THREE OBSTACLES ACCORDING TO BRIGANCE (1978). THIS IS A SKILL FOR THE AVERAGE CHILD OF SIX. WHAT IT DOES MEAN FOR THE S.P.I. STUDENT IS THAT THE ACTIVITY SELECTED IS COMPARABLE TO HIS/HER AGE LEVEL OR NEAR HIS/HER AGE LEVEL. IT DOES NOT MEAN THAT YOU WILL NECESSARILY TEACH THE STUDENT TO RUN AROUND OBSTACLES.

THE CONCEPT OF APPROPRIATE FOR THEIR AGE MEANS TO SELECT AN APPROPRIATE SKILL FOR THAT AGE LEVEL THAT HAS SOME DEGREE OF OBTAINABILITY. SELECT AN ACTIVITY THAT IS APPROPRIATE FOR THE AGE OF THE STUDENT. DO NOT CHOOSE A SKILL THAT IS ON AGE LEVEL, BUT RATHER MODIFY THE ACTIVITY FOR A PARTICULAR AGE APPROPRIATE LEVEL IN ORDER TO MEET THE INDIVIDUAL NEEDS OF THE STUDENT AND ENABLE HIM/HER TO REACH THE NEXT STEP.

THE PORTAGE GUIDE TO EARLY EDUCATION (1976) STATES THAT EACH BEHAVIORAL OBJECTIVE SHOULD CONSIST OF THE FOUR FOLLOWING COMPONENTS:

1. WHO (NAME OF STUDENT)
2. WILL DO WHAT (RESPONSE EXPECTED)
3. UNDER WHAT CONDITIONS (HOW MUCH AID, WHAT TYPE OF ASSISTANCE OR CIRCUMSTANCES)
4. TO WHAT DEGREE OF SUCCESS (HOW SUCCESSFULLY THE STUDENT MUST PERFORM THE TASK TO REACH CRITERION)

JOAN LAURENT, PROGRAM DIRECTOR OF THE LYNCH HOME IN GWYNEDD, PENNSYLVANIA, ASKS US TO REMEMBER THE FOLLOWING QUESTIOS WHEN SELECTING S.P.I. GOALS AND ACTIVITIES:

1. WHAT ARE YOU DOING?
2. WHY ARE YOU DOING IT?
3. WHAT KIND OF CHANGES DO YOU EXPECT TO SEE?
4. WHY DOES IT MATTER?

FOR EXAMPLE, A STUDENT HAS BEEN EVALUATED AND RECOMMENDED FOR AN S.P.I. CLASSROOM. THE DEVELOPMENTAL OR FUNCTIONING LEVEL HAS BEEN ASCERTAINED AT 4 TO 10 MONTHS OF AGE BUT THE ACTUAL AGE OF THE STUDENT IS 6 YEARS 5 MONTHS. THE SPEECH/LANGUAGE THERAPIST MAY RECOMMEND A

SPECIFIC FEEDING TECHNIQUE, SUCH AS USING THREE POINT JAW CONTROL TO PROMOTE CHEWING MOTION AND REDUCE TONGUE THRUST AND THE USE OF AN ADAPTED TEFLON COATED SPOON WITH A SMALL SIZED BOWL. THE OCCUPATIONAL OR PHYSICAL THERAPIST MAY RECOMMEND RANGE OF MOTION AND CROSSING THE MID-LINE FOR THE DOMINANT ARM/HAND AS DAILY ACTIVITIES. THESE SUGGESTIONS SHOULD BE UTILIZED IN AS MANY CURRICULAR DOMAINS AS POSSIBLE WITH MANY DIFFERENT EXPERIENCES AND MATERIALS. YOU MAY DECIDE TO USE RANGE OF MOTION AND CROSSING THE MID-LINE ALONG WITH FEEDING. THE POSSIBILITIES ARE LIMITLESS.

FEEDING, A PERSONAL MAINTENANCE SKILL, CAN BE UTILIZED IN THE OTHER CURRICULAR DOMAINS BY CHANGING THE ACTIVITY. FOR EXAMPLE: VOCATIONAL - USING AN ADAPTIVE DEVICE; INTERPERSONAL/COMMUNICATION -- TALKING TO THE STUDENT OR SIGNING AT AN APPROPRIATE TIME; DOMESTIC MAINTENANCE -- HELPING TO PUT SMALL ITEMS AWAY; FUNCTIONAL ACADEMICS -- SORTING OF ITEMS OR CLASSIFYING OBJECTS AND FOSTERING APPROPRIATE SOCIAL/EMOTIONAL BEHAVIOR IN ALL ACTIVITIES.

THE GOALS SELECTED SHOULD BE REALISTIC AND HAVE A REASONABLE DEGREE OF OBTAINABILITY. WHENEVER POSSIBLE, THE SELECTED GOALS AND ACTIVITIES SHOULD BE CORRELATED WITHIN THE CURRICULAR DOMAINS EXPOSING THE S.P.I. STUDENT TO A WIDE VARIETY OF EXPERIENCES AND MATERIALS THAT ARE APPROPRIATE FOR THEIR AGE.

BE CERTAIN THAT THE STUDENT IS AS COMFORTABLE AS POSSIBLE AND THAT HIS/HER BODY ALIGNMENT IS PROPER FOR THE ACTIVITY SELECTED. IT IS VITAL THAT THE STUDENT BE TALKED TO CONSTANTLY IN A WARM, CALM TONE OF VOICE WHEN GIVEN ANY INSTRUCTION.

Positioning

The Curriculum Guide for Deaf-Blind Students (1983) has given the following recommendations for positioning severely impaired students.

When positioning, much depends upon the degree, severity and location of the involvement. Most of the severely/profoundly impaired usually demonstrate one or more of the following characteristics: increased muscle tone and overall flexion or extension of body and limbs, fluctuating muscle tone, uncontrolled head and extremity movements, "floppy" muscle tone, abnormal posture, and abnormal, delayed or absent reflexes. Consultation with the physical or occupational therapist is a must when programming for the severely/profoundly impaired student (S.P.I.)

The primary goal when positioning the student is to be certain that the student's posture is symmetrical. This can be accomplished by being certain the student's head is in midline, both arms in a forward position and his/her weight is equally distributed.

To help reduce an extension pattern, use your own body, hands or proper seating equipment to aid the student in overcoming these tendencies. Be sure the student's body is properly aligned. Use bolsters or rolled towels to support and position the student comfortably. If you use a chair, be sure the student's feet are in contact with a level or hard surface. Make sure when liftng the student that you take tiny steps and move your body as a whole. Keep eye contact and talk to the student during each positioning activity. The student's position should be changed approximately every 30 minutes.

THE 10 BE - ATTITUDES OF ATTITUDE

1. YOUR ATTITUDE CONVEYS YOUR FEELINGS, BE POSITIVE.
2. YOUR BODY LANGUAGE CONVEYS YOUR ATTITUDE.
3. HOW YOU GREET THE STUDENT IN THE MORNING SETS HIS/HER TONE FOR THE DAY.
4. YOUR TONE OF VOICE, NOT THE WORDS, TELL THE STUDENT WHAT YOU MEAN.
5. TOUCHING CONVEYS YOUR WARMTH AND FEELINGS.
6. IF YOU'RE RELAXED AND COMFORTABLE, THE STUDENT WILL BE, TOO.
7. TELL THE STUDENT YOU CARE BY PRAISE.
8. MAKE YOUR "NO"S INFORMATIONAL AND YOUR "YES"S FOR APPROVAL.
9. SMILE AND YOU'LL GET ONE BACK.
10. KEEP YOUR SENSE OF HUMOR - THE STUDENT WILL PICK IT UP.

YVONNE ARNOLD

THE SIX TO SEVEN YEAR OLD

SUMMARY OF THE CHARACTERISTICS OF THE SIX TO SEVEN YEAR OLD

HEIGHT: 46 INCHES WEIGHT: 48 POUNDS

A. MOTOR ABILITIES

ACCORDING TO STRANG (1959) THE CHILD HAS IMPROVED IN ALL AREAS OF MOTOR ACTIVITY AND THEIR ACTIVITIES ARE EVEN MORE PURPOSEFUL. IT IS DURING THIS AGE THAT CHILDREN BEGIN TO MAKE CRUDE MODELS.

ILG AND AMES (1960) TELL US THAT THIS IS AN EXPANSIVE AGE MORTORICALLY. THE CHILD BECOMES MORE VIGOROUS, ENERGETIC, STRONG, STEADY AND PURPOSEFUL.

STRANG (1959) DESCRIBES PERCEPTUAL-MOTOR DEVELOPMENT WHEN WRITING AS SLOW AND LABORED. THE CHILD USES LEFT TO RIGHT PROGRESSION AND DRAWS RECOGNIZABLE FIGURES BUT OUT OF PROPROTION SUCH AS HOUSE, TREE, MAN.

WHEN THROWING A BALL, GESELL AND ARMATRUDA (1941) STATE, THE CHILD USES THEIR ELBOWS, WRISTS AND GUIDES THE PATH OF THE BALL. THEY ARE ABLE TO CATCH A TOSSED BALL CHEST HIGH FROM A DISTANCE OF ONE METER TWO OUT OF THREE TRIALS.

B. LANGUAGE ABILITIES

BY SIX TO SEVEN YEARS, THE CHILD USES LANGUAGE AS INSTRUMENT FOR GROWTH OF THEIR OWN INDIVIDUAL PERSONALITY, ACCORDING TO LEWIS (1963). THE CHILD BEGINS TO USE THE LANGUAGE OF THEIR PEERS AND ADULTS.

POOLES' 1934 STUDY OF ARTICULATION OF CONSONANT SOUNDS, FOUND THAT BOYS USUALLY REQUIRE A YEAR LONGER FOR MASTERY THAN GIRLS. BOTH, HOWEVER, WERE ABLE TO ARTICULATE CORRECT PRODUCTION BY POSITION.

PERSONAL MAINTENANCE (P.M.)

BROWN (1976) STATES THAT THE SEVERELY HANDICAPPED STUDENTS SHOULD BE TAUGHT AS MANY SKILLS AS POSSIBLE THAT WILL ENABLE THEM TO BE SELF-SUFFICIENT AND FREE OF CARETAKERS. THESE SKILLS INCLUDE: BATHING, EATING, DRESSING, ETC.

POINTS TO REMEMBER:

1. ALL SUGGESTED ACTIVITIES PRE-SUPPOSE APPROPRIATE PRIOR TESTING THAT HAS DETERMINED THE FUNCTIONING LEVEL OF THE INDIVIDUAL STUDENT.
2. BE SURE THE STUDENT IS AS RELAXED AS POSSIBLE. INCLUDE RELAXATION EXERCISES PRIOR TO POSITIONING AND BEFORE EACH ACTIVITY.
3. POSITION STUDENT AS COMFORTABLE AS POSSIBLE FOR THE ACTIVITY.
4. TALK TO THE STUDENT CONSTANTLY; TELL THEM WHAT YOU ARE DOING AND WHY YOU ARE DOING IT.
5. CORRELATE ACTIVITIES WITH OTHER DOMAINS.
6. PROVIDE THE STUDENT WITH A VARIETY OF EXPERIENCES USING AGE APPROPRIATE MATERIALS AND ACTIVITIES.
7. ALL ACTIVITIES BEGIN USING MAXIMUM ASSISTANCE (FULL PHYSICAL ASSISTANCE) IF INDICATED.

YOUR ATTITUDE TOWARD THE STUDENT, IN ANY GIVEN SITUATION, IS THE KEY TO THEIR SUCCESS!

(P.M.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

PREPARE DRY CEREAL (BRIGANCE)

SUGGESTED MATERIALS

COLORFUL PLASTIC CEREAL BOWL, WEIGHTED BOTTOM. INDIVIDUAL BOXED CEREAL OR PACKETS OF MIX AND EAT CEREAL. SIMPLE TWO FORM PUZZLE OR SHAPE - INSERT BALL. MASKING TAPE.

ACTIVITIES FOR THE S.P.I.

THIS ACTIVITY MAY BE INCORPORATED IN SEVERAL WAYS, DEPENDING UPON THE STUDENT'S PHYSICAL CAPABILITIES AND DIETARY HABITS. UTILIZE RELAXATION TECHNIQUES BEFORE BEGINNING THE ACTIVITY. BE CERTAIN THAT THE STUDENT IS COMFORTABLY POSITIONED. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES DURING EACH STEP OF THE ACTIVITY.
TRANSITIONAL ACTIVITIES MAY INCLUDE DOING A SIMPLE TWO FORM PUZZLE. PREFERABLY CIRCLE/SQUARE AS THE FORMS WITH THE SQUARE TAPED IN PLACE. A SHAPE-INSERT BALL MAY ALSO BE USED, TAPING ALL SHAPES CLOSED EXCEPT FOR THE CIRCLE.
OTHER TRANSITIONAL ACTIVITIES MAY INCLUDE: POURING THE LAST SMALL PORTION OF THE INDIVIDUAL SERVING BOX/PACKET OF MIX AND EAT CEREAL INTO A BOWL. THE CHOICE OF CEREALS DEPENDS UPON THE INDIVIDUAL STUDENT'S DIETARY NEEDS AND PHYSICAL ABILITIES. GRADUALLY INCREASE THE AMOUNT OF CEREAL THE STUDENT IS TO PUT INTO THE BOWL UNTIL HE/SHE IS ABLE TO EMPTY THE ENTIRE BOX/PACKET. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES DURING EACH STEP OF THE SELECTED ACTIVITY.
CORRELATE TO THE OTHER DOMAINS: I.D., D.M., V., F.A., R.L.

(P.M.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

BRUSH OR COMB HAIR (BRIGANCE)

SUGGESTED MATERIALS

BRUSH, SOFT BRISTOL, OR COMB, ADAPTED AS NECESSARY FOR THE INDIVIDUAL STUDENT'S NEEDS. BOY/GIRL DOLL WITH HAIR, HAND PUPPET WITH HAIR, SMALL TOY ANIMAL WITH SHORT/LONG HAIR, SHAG RUG SAMPLE.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES BEFORE BEGINNING THE ACTIVITY SELECTED. TRANSITIONAL ACTIVITIES: USE COMB/BRUSH IN THE AIR, SAME MOTION YOU WOULD DO DURING THE ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES DURING THE ACTIVITY. COMB/BRUSH A SHAG RUG SAMPLE, TRANSFER TO TOY ANIMAL, HAND PUPPET OR DOLL, WHICHEVER ACTIVITY THE STUDENT IS READY FOR.

PRACTICE BRUSHING/COMBING HAIR MOTION IN THE AIR, THEN ON YOU. ONCE THE STUDENT HAS LEARNED THE MOTION AND PRACTICED IN A VARIETY OF WAYS, GIVE PHYSICAL ASSISTANCE, VERBAL CUES AND BRUSH STUDENT'S OWN HAIR, WITHIN THE INDIVIDUAL STUDENT'S PHYSICAL CAPABILITIES. CORRELATE TO OTHER CURRICULAR DOMAINS: I.C., R.L., V., F.A., D.M.

(P.M.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

DRY THEMSELVES AFTER BATHING (BRIGANCE)

SUGGESTED MATERIALS

VARIOUS TEXTURED HAND TOWELS - TERRY, VELOUR, PAPER, TERRY/VELOUR HAND MIT OR PUPPET FOR TACTILE INPUT. BOY/GIRL DOLL THAT CAN BE BATHED.

THIS IS AN EXCELLENT RELAXATION TECHNIQUE TO USE IN CONJUNCTION WITH WASHING THEIR HANDS, ARMS AND FACE AFTER LUNCH OR SNACK TIME.
TRANSITIONAL ACTIVITIES: WASH HANDS, ARM, FACE GIVING FULL PHYSICAL ASSISTANCE AND VERBAL CUES. USE FIRM DOWNWARD STROKES. ONCE STUDENT IS COMFORTABLE WITH THIS ACTIVITY TRANSFER TO DRYING. USE THE SAME FIRM DOWNWARD STROKES ON THE STUDENT'S HANDS AND ARMS. PAT DRY THE STUDENT'S FACE USING FIRM BUT NOT HARD PRESSURE. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES. GRADUALLY REDUCE THE AMOUNT OF PHYSICAL ASSISTANCE AS THE STUDENT'S PROGRESS AND ABILITY ALLOW.
INTRODUCE BATHING A DOLL, UTILIZING AND BUILDING UPON STUDENT'S PRIOR EXPERIENCE OF WASHING HANDS, ARM AND FACE. THEN INTRODUCE DRYING THE DOLL USING THE SAME DOWNWARD STROKES USED ON THE STUDENTS THEMSELVES. GIVE FULL PHYSICAL ASSISTANCE, IF NEEDED AND CONTINUE VERBAL CUES.
THIS PROCEDURE CAN BE SUGGESTED FOR PARENTS TO BE USED AT HOME WHEN BATHING THE STUDENT.
CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., D.M., V., R.L., F.A.

INTERPERSONAL COMMUNICATION (I.C.)

BROWN (1976) STATES THAT SEVERELY HANDICAPPED STUDENTS NEED TO BE TAUGHT THE SKILLS NECESSARY TO COMMUNICATE TO THE BEST OF THEIR ABILITY WITH NON-HANDICAPPED INDIVIDUALS AND HANDICAPPED INDIVIDUALS. THESE INCLUDE SKILLS NEEDED FOR EXPRESSION OF BASIC WANTS OR NEEDS. THESE INCLUDE SKILLS NEEDED FOR EXPRESSION OF BASIC WANTS OR NEEDS.

POINTS TO REMEMBER:

1. ALL ACTIVITIES PRE-SUPPOSE APPROPRIATE PRIOR TESTING THAT HAS DETERMINED THE FUNCTIONING LEVEL OF THE INDIVIDUAL STUDENT.
2. BE SURE THE STUDENT IS AS RELAXED AS POSSIBLE. INCLUDE RELAXATION EXERCISES PRIOR TO POSITIONING AND BEFORE EACH ACTIVITY.
3. POSITION THE STUDENT AS COMFORTABLE AS POSSIBLE FOR THE ACTIVITY.
4. TALK TO THE STUDENT CONSTANTLY. TELL THEM WHAT YOU ARE DOING AND WHY YOU ARE DOING IT EVEN IF THE STUDENT IS NON-VERBAL.
5. CORRELATE ACTIVITIES WITH OTHER DOMAINS.
6. PROVIDE THE STUDENT WITH A VARIETY OF EXPERIENCES USING AGE APPROPRIATE MATERIALS AND ACTIVITIES.
7. ALL ACTIVITIES IN THIS MANUAL BEGIN BY USING MAXIMUM ASSISTANCE (FULL PHYSICAL ASSISTANCE), IF INDICATED.

YOUR ATTITUDE TOWARD THE STUDENT, IN ANY GIVEN SITUATION, IS THE KEY TO THEIR SUCCESS!

(I.C.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

SHOW LEFT/RIGHT (LEARNING ACCOMPLISHMENT PROFILE)

SUGGESTED MATERIALS

THE STUDENT, OTHER STUDENTS, TABLE, DESK, DOOR, WHEELCHAIR TRAY, STUDENT'S CUP OR PLASTIC GLASS, RECORDS, LANGUAGE MASTER AND CARDS WITH PICTURE OF SUDENT AND LEFT/RIGHT LABELED SEPARATELY FOR EACH CARD (LEFT HAND, LEFT ARM, LEFT LEG, ETC.), WRIST BELLS, NERF BALL SUSPENDED ABOVE STUDENT OR A BALLOON.

ACTIVITIES FOR THE S.P.I.

NAME BODY PARTS AS YOU UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY. THIS MAY ALSO BE A TRANSITIONAL ACTIVTY. WRIST BELLS CAN BE USED TO EMPHASIZE LEFT OR RIGHT ARM, HAND OR LEG.

PLACE STUDENT IN A BEAN BAG CHAIR OR ON A MAT. ENCOURAGE ARM MOVEMENT BY PLACING WRIST BELLS ON THE RIGHT OR LEFT SIDE. SUSPEND A NERF BALL OR BALLOON A FEW INCHES ABOVE THE STUDENT AND GIVE PHYSICAL ASSISTANCE, IF NECESSARY, IN HITTING THE BALL OR BALLOON. USE VERBAL CUES FOR EACH ACTIVITY. RECORDS OR A TAPE MAY ALSO BE UTILIZED FOR THIS ACTIVITY.

AS THE STUDENT PROGRESSES, PLACE THEM TO THE LEFT OR RIGHT OF ANOTHER STUDENT, TABLE, DESK OR OTHER APPROPRIATE ITEMS. TAKE THEM FOR A WALK OR RIDE IN THE HALLWAY KEEPING TO THE RIGHT SIDE, IF THAT IS WHAT YOU WANT TO EMPHASIZE. CORRELATE TO THE OTHER DOMAINS: F.A., P.M., D.M., V., R.L.

(I.C.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

POINT TO LETTERS (LEARNING ACCOMPLISHMENT PROFILE)

SUGGESTED MATERIALS

INDIVIDUAL LETTERS OF THE STUDENT'S NAME, STUFFED LETTERS THAT COMPRISE STUDENT'S NAME (SEE

MATERIALS FOR DIRECTIONS). LETTERS THAT ARE TACTILE OF THE STUDENT'S NAME. TACTILE NAME LABELS PLACED ON THEIR CHAIR, WHEELCHAIR, COAT HANGER, LANGUAGE MASTER WITH PICTURE OF THE STUDENT AND HIS/HER NAME, TAPE RECORDER TELLING A SHORT STORY USING STUDENT'S NAME FREQUENTLY AND PICTURE OF THE STUDENT.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES.
LET THE STUDENT HOLD OR PLACE STUFFED LETTER IN THE STUDENT'S HANDS/ARMS, REPEAT THE STUDENT'S NAME AND RELATE TO THE LETTER HE/SHE IS HOLDING. SHOW THE STUDENT A PICTURE OF HIM/HERSELF THAT IS LABELED AND REPEAT NAME AND PONT TO THE LETTER BEING USED (FIRST LETTER OF STUDENT'S NAME, SECOND, ETC.), COLOR CUE FOR CONSISTENCY IN EACH PRESENTATION. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY. GRADUALLY EXTEND TO FEELING OTHER TACTILE LABELS OF THE STUDENT'S NAME AND POINTING TO THE LETTER YOU ARE WORKING ON. CORRELATE TO THE OTHER CURRICULAR DOMAINS: F.A., D.M., P.M., V., R.L.

(I.C.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

POINT TO WORDS (LEARNING ACCOMPLISHMENT PROFILE)

SUGGESTED MATERIALS

BOOKS WITH ONE OR TWO WORD PICTURE DESCRIPTIONS, LABELS USED IN CLASSROOM INCLUDING NAME LABELS, LANGUAGE MASTER WITH FAMILIAR PICTURES AND ONE WORD DESCRIPTIONS - STUDENT AND NAME, TEACHER AND NAME, CLASSMATES AND NAME, FAMILIAR CLOTHING OR OTHER PERSONAL ITEMS AND NAME, ETC.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.
TRANSITIONAL ACTIVITIES MAY INCLUDE REVIEWING FAMILIAR TACTILE AND AUDITORY EXPERIENCES

EXPERIENCED DOING THE ACTIVITIES LISTED FOR POINTING TO A LETTER.

HOLD OR PLACE THE STUDENT BETWEEN YOUR LEGS, OR POSITION IN A BEAN BAG CHAIR. CHOOSE A BOOK HAVING LARGE PICTURES AND ONE OR TWO WORD DESCRIPTIONS. AN ADAPTATION OF THE PICTURE BOOK CAN BE MADE BY MAKING TEXTURED LABELS AND GLUING THEM TO THE PAGE, CORRELATING THE TEXTURED LABEL TO THE ITEM PRESENTED. FOR EXAMPLE, IF IT IS A PICTURE OF A BIRD, THE LABEL CAN BE MADE FROM CUTTING FEATHERS FROM A FEATHER DUSTER AND ALSO USING THE DUSTER AS A TACTILE EXPERIENCE. TELL A SHORT STORY ABOUT WHAT YOU ARE PRESENTING/SHOWING THE STUDENT AND RELATE TO THE STUDENT. PRESENT THE WORDS IN ISOLATION WITH THE SAME ADAPTATION OR COVER THE PICTURE AND GIVE PHYSICAL ASSISTANCE WHEN POINTING TO THE WORD AS YOU VERBALIZE. CORRELATE TO THE OTHER CURRICULAR DOMAINS: F.A., V., D.M., P.M., R.L.

FUNCTIONAL ACADEMICS (F.A.)

BROWN (1976) STATES THIS DOMAIN IS LISTED STRICTLY FOR ORGANIZATIONAL PURPOSES AND RESPONDS TO PARENTAL CONCERNS FOR ACADEMICS. THE SKILLS INCLUDED IN THIS DOMAIN ARE THOSE USUALLY INCLUDED IN THE TRADITIONAL ACADEMIC CURRICULUM FOR THE SEVERELY HANDICAPPED. THEY INCLUDE SUCH ACTIVITIES AS FUNCTIONAL READING, MONEY RECOGNITION, MATCHING BY COLOR, ETC. HOWEVER, ALL THESE ACTIVITIES CAN BE INCLUDED UNDER ONE OR MORE OF THE OTHER NON-MUTUALLY EXCLUSIVE DOMAINS.

POINTS TO REMEMBER:

1. ALL ACTIVITIES PRE-SUPPOSE APPROPRIATE PRIOR TESTING THAT HAS DETERMINED THE FUNCTIONING LEVEL OF THE INDIVIDUAL STUDENT.
2. BE SURE THE STUDENT IS AS RELAXED AS POSSIBLE. INCLUDE RELAXATION EXERCISES PRIOR TO POSITIONING AND BEFORE EACH ACTIVITY.
3. POSITION THE STUDENT AS COMFORTABLE AS POSSIBLE FOR THE ACTIVITY.
4. TALK TO THE STUDENT CONSTANTLY. TELL THEM WHAT YOU ARE DOING AND WHY YOU ARE DOING IT.
5. CORRELATE ACTIVITIES WITH OTHER DOMAINS.
6. PROVIDE THE STUDENT WITH A VARIETY OF EXPERIENCES USING AGE APPROPRIATE MATERIALS AND ACTIVITIES.
7. ALL SUGGESTED ACTIVITIES IN THIS MANUAL BEGIN BY USING MAXIMUM ASSISTANCE (FULL PHYSICAL ASSISTANCE).

YOUR ATTITUDE TOWARD THE STUDENT IN ANY GIVEN SITUATION IS THE KEY TO THEIR SUCCESS.

(F.A.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

DRAW A LINE WITH A RULER (BRIGANCE)

SUGGESTED MATERIALS

PAPER, 2-C CLAMPS, FORM BOARD FOR STRAIGHT LINE, FINGER PAINTS, READY MIX VANILLA PUDDING, NON-ALLERGIC FOOD COLORING, FINGER PAINT PAPER, RECTANGULAR COOKIE CUTTER, COOKIE DOUGH, PLAY DOUGH, THICK MAGIC MARKER, PRIMARY PENCIL-ADAPTED AS NECESSARY, PRIMARY HEXAGONAL CRAYONS, RULER, CLIP-BOARD.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.
TRANSITIONAL ACTIVITIES: REVIEW HORIZONTAL AND/OR VERTICAL LINE MOVEMENT IN THE AIR, WHICHEVER IS MOST COMFORTABLE FOR THE STUDENT TO ACHIEVE; REVIEW USE OF TEMPLATES, REVIEW MAKING LINES USING FINGER PANTS/COLORED READY MIX VANILLA PUDDING; REVIEW CUTTING STRAIGHT LINES WITH A COOKIE CUTTER AND ROLLED OUT COOKIE DOUGH OR PLAY DOUGH EXTEND THESE ACTIVITIES TO THE USE OF A MAGIC MARKER, IN THE AIR HORIZONTAL OR VERTICAL, IN A LEFT TO RIGHT PROGRESSION. REFINE TO A FORM BOARD STRAIGHT LINE, USING A CLIP-BOARD AND C-CLAMPS TO HOLD THE FORM. CRAYONS, PRIMARY PENCILS MAY ALSO BE USED, WITH ADAPTATIONS IF NECESSARY. LATER C-CLAMP A RULER TO THE CLIP-BOARD CONTAINING BLANK PAPER, MAKE A LINE USING A MAGIC MARKER. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND ALWAYS USE VERBAL CUES. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., R.L., V., D.M., P.M.

(F.A.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

FOLD A SQUARE PIECE OF PAPER THREE TIMES (STRANG)

SUGGESTED MATERIALS

PRE-FOLDED PAPER NAPKINS, CLOTH NAPKINS, WASH CLOTHS, ALL OF VARIOUS COLORS AND TEXTURES. LIGHT WEIGHT COLORED CONSTRUCTION PAPER, LARGE SQUARE COOKIE CUTTER, PIE CRUST OR COOKIE DOUGH.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT COMFORTABLY. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.

TRANSITIONAL ACTIVITIES MAY INCLUDE USING A PRE-FOLDED NAPKIN OF A SOFT TEXTURE, SUCH AS COTTON OR A VELOUR WASH CLOTH, AND GIVING FULL PHYSICAL ASSISTANCE WITH VERBAL CUES, MOVE THE STUDENT'S HAND BACK AND FORTH OVER THE THIRD FOLD. THIS MAY BE DONE VERTICALLY OR HORIZONTALLY, WHICHEVER IS EASIER FOR THE STUDENT TO DO, CROSSING THE MID-LINE WHEN POSSIBLE. USE A LEFT TO RIGHT PROGRESSION WHENEVER POSSIBLE OR TOP TO BOTTOM.

EXTEND TO HAVING THE STUDENT MAKE THE LAST OR THIRD FOLD AND THEN CREASE, GIVING FULL PHYSICAL ASSISTANCE AND VERBAL CUES. REFINE FURTHER, TO THE SECOND AND THEN THE FIRST FOLD AS THE STUDENT'S PROGRESS AND ABILITY ALLOW. REPEAT PROCEDURE USING FIRST FOLD, SECOND FOLD AND THIRD FOLD. USE A VARIETY OF MATERIALS AND TEXTURES. PIE CRUST OR COOKIE DOUGH MAY ALSO BE USED BY PRE-CUTTING A SQUARE, PLACING JELLY OR OTHER FILLING IN CENTER, AND GIVING FULL PHYSICAL ASSISTANCE AND VERBAL CUES, A JELLY TART CAN BE MADE. PAPER AIRPLANES CAN ALSO BE MADE. CORRELATE TO OTHER CURRICULAR DOMAINS: I.C., D.M., P.M., R.L., V.

(F.A.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

COPY FIRST NAME (BRIGANCE)
POINT TO LETTERS (LEARNING ACCOMPLISHMENT PROFILE)

SUGGESTED MATERIALS

WIDE MAGIC MARKERS OF VARIOUS COLORS, LETTERS OF THE ALPHABET THAT ARE FOR TACTILE INPUT, THE STUDENT'S NAME CUT OUT OF MATERIAL, SEWN INTO LETTERS CONTAINED IN THE STUDENT'S NAME AND STUFFED WITH OLD NYLON STOCKINGS OR PIECES OF FOAM RUBBER, SAND OR SALT BOX, LANGUAGE MASTER WITH A CARD HAVING THE STUDENT'S NAME AND PICTURE ON IT, TAPE RECORDER AND TAPE REPEATING THE

LETTERS IN THE STUDENT'S NAME AND THE NAME. LABELS PLACED ON THE STUDENT'S CHAIR, COAT-HANGER/LUNCH BOX.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUS AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.
TRANSITIONAL ACTIVITIES MAY INCLUDE PLACING THE FIRST LETTER OF THE STUDENT'S NAME IN HIS/HER HANDS AND TRACING OR FEELING THE SHAPE OF THE LETTER. THE SEWN, STUFFED LETTER MADE FROM VARIOUS TEXTURED MATERIAL IS AN EXCELLENT TACTILE SOURCE. LATER REFINE TO FEELING/TRACING THE OTHER LETTERS OF THE STUDENT'S NAME.
USE LABELS OF THE STUDENT'S NAME AND HIS/HER PICTURE FOR CHAIRS, COAT-HANGERS, LUNCH BOXES. THE LABELED NAMES MAY HAVE SAND, SALT MATERIAL FOR TACTILE INPUT AND A VARIETY OF EXPERIENCES. COLOR CUE THE STUDENT'S NAME TO THE SELECTED ACTIVITY. FOR EXAMPLE, YOU MAY WANT THE SAME COLOR ON THE STUDENT'S COAT LABEL AND HANGER, LUNCH BOX AND THE STORAGE AREA, ETC. GIVE FULL PHYSICAL ASSISTANCE AND MANY VERBAL CUES. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., D.M., P.M., V., R.L.

RECREATIONAL/LEISURE (R.L.)

BROWN (1976) STATES THAT THE SEVERELY HANDICAPPED STUDENTS SHOULD BE TAUGHT TO ENGAGE IN A VARIETY OF DEVELOPMENTALLY SOUND, AGE-APPROPRIATE SKILLS TO OCCUPY THEIR LEISURE TIME. THESE SHOULD INCLUDE BOTH INDIVIDUAL AND GROUP ACTIVITIES.

POINTS TO REMEMBER:

1. ALL ACTIVITIES PRE-SUPPOSE APPROPRIATE PRIOR TESTING THAT HAS DETERMINED THE FUNCTIONING LEVEL OF THE INDIVIDUAL STUDENT.
2. BE SURE THE STUDENT IS AS RELAXED AS POSSIBLE. INCLUDE RELAXATION EXERCIES PRIOR TO POSITIONING AND BEFORE EACH ACTIVITY.
3. POSITION THE STUDENT AS COMFORTABLE AS POSSIBLE FOR THIS ACTIVITY.
4. TALK TO THE STUDENT. TELL THEM WHAT IS GOING TO HAPPEN AND WHY. SOME OF THESE ACTIVITIES WILL BE INDIVIDUAL AND SOME GROUP ORIENTED.
5. PROVIDE THE STUDENT WITH A VARIETY OF EXPERIENCES THAT ARE AGE APPROPRIATE.
6. ALL SUGGESTED ACTIVITIES IN THIS MANUAL BEGIN BY USING MAXIMUM ASSISTANCE (FULL PHYSICAL ASSISTANCE).

YOUR ATTITUDE TOWARD THE STUDENT IN ANY GIVEN SITUATION, IS THE KEY TO THEIR SUCCESS!

(R.L.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

THROW, USING ELBOWS AND WRISTS (GESELL AND ARMATRUDA)
THROW AND GUIDE BALL'S PATH (GESELL AND ARMATRUDA)

SUGGESTED MATERIALS

PAPER AIRPLANES, PING-PONG BALLS, NERF-BALLS (BASEBALLS, FOOTBALLS, SOFT-BALLS), TEXTURE BALL, BEAN BAGS AND BOX OR LARGE CLOWN FACE WITH WIDE OPEN MOUTH, RING TOSS GAME, BALLOONS, WHIFFLE BALLS OF VARIOUS SIZES, BEACH BALL, LAUNDRY BASKET, SOAP BUBBLES, CRUMPLED UP PIECES OF PAPER.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES BEFORE EACH SELECTED ACTIVITY. POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.
TRANSITIONAL ACTIVITIES MAY INCLUDE ROLLING A BALL TOWARD A WALL, ROLLING A BALL TO ANOTHER STUDENT WHILE HAVING THE STUDENT PLACED IN BETWEEN YOUR LEGS ON THE FLOOR, RUG OR ON A FLOOR MAT. PUSHING OR ROLLING A PING-PONG BALL ACROSS A TABLE OR WHEELCHAIR TRAY. NERF, WHIFFLE OR TEXTURE BALL MAY ALSO BE USED DROPPING ITEMS SUCH AS BEAN BAG OR A BALL INTO A BOX CAN BE ANOTHER ACTIVITY. BE SURE TO TELL THE STUDENT WHAT YOU ARE DOING AND WHY. SUSPEND A NERF BALL, BALLOON, PAPER AIRPLANE FROM THE CEILING AND LET THE STUDENT SWIPE OR SWING THEIR ARM AT THE SELECTED ITEM, PROVIDIG PHYSICAL ASSISTANCE AS NECESSARY. USING SOAP BUBBLES AND SWINGING/SWIPING AT THEM IS AN EXCELLENT TRANSITIONAL ACTIVITY TO USE.
GRADUALLY EXTEND THE ACTIVITY, USING A VARIETY OF MATERIALS, TO THROWING THE SELECTED ITEM TOWARD A PRE-SELECTED TARGET OR AS A FREE THROW ACTIVITY USING A PAPER AIRPLANE, BALLOONS. THE ACTIVITY SELECTED WILL DEPEND UPON THE INDIVIDUAL STUDENT'S PHYSICAL ABILITY CORRELATE TO OTHER CURRICULAR DOMAINS: I.C., F.A., D.M., P.M., V.

(R.L.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

BOUNCE, TOSS AND SOMETIMES SUCCESSFULLY CATCH A BALL (GESELL)

SUGGESTED MATERIALS

LARGE BEACH BALL, ASSORTED NERF BALLS, TEXTURED BALL, PING-PONG BALL, SOAP BUBBLES, ASSORTED WHIFFLE BALLS, WHEELCHAIR, BEAN BAG CHAIR, FLOOR MAT, SIDE-LYING BOX, FLOOR MAT, WHEELCHAIR, STANDING BOX.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES BEFORE EACH SELECTED ACTIVITY.
POSITION THE STUDENT AS COMFORTABLY AS POSIBLE. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.
TRANSITIONAL ACTIVITIES MAY INCLUDE CIRCLE GAMES OF ROLLING A BALL TO ANOTHER STUDENT WHILE SITTING IN BETWEEN THE TEACHER'S LEGS OR IN A SIDE LYING POSITION.
ONCE THE STUDENT HAS LEARNED TO ROLL OR PUSH A BALL, EXTEND THE ACTIVITY TO THROW AND BOUNCE. POSITION THE STUDENT COMFORTABLY IN A WHEELCHAIR OR BEAN BAG. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES. DROP THE BALL AND WATCH IT BOUNCE. GIVE ASSISTANCE AND THROW THE BALL, WATCHING IT BOUNCE. AS THE STUDENT PROGRESSES, EXTEND TO BOUNCING TO ANOTHER STUDENT.
A TRANSITIONAL ACTIVITY PREPARATORY TO CATCHING, WITH ASSISTANCE, MAY INCLUDE ATTEMPTS TO SWIPE AT SOAP BUBBLES. LATER, DEPENDING UPON THE STUDENT'S PHYSICAL ABILITIES, EXTEND TO CATCHING A BEACH BALL OR A BALLOON SUSPENDED FROM THE CEILING, CLOSE ENOUGH TO THE STUDENT SO THAT, WITH GUIDANCE, THEY MAY CATCH IT. THIS ACTIVITY CAN BE DONE WHILE LYING ON A FLOOR MAT, AIR MATTRESS, IN A STANDING BOX OR WHEELCHAIR IF THE STUDENT IS NON-AMBULATORY. CORRELATE TO THE OHER CURRICULAR DOMAINS: I.C., D.M., F.A., P.M., V.

(R.L.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

BUILD A STRUCTURE WITH BLOCKS, TINKER TOYS, ETC. (BRIGANCE)

SUGGESTED MATERIALS

ASSORTED SIZES OF BLOCKS, LEGO-INTERLOCKING BLOCKS, TINKER TOYS, SNAP-TOGETHER-TRAIN, PLAY DOUGH OR CLAY, LARGE PEGS AND PEG BOARD.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES BEFORE EACH SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES.
TRANSITIONAL ACTIVITIES MAY INCLUDE THE PUTTING TOGETHER OF PLAY DOUGH OR CLAY SHAPES. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES.
EXTEND THE SELECTED ACTIVITY TO THE USE OF BLOCKS, LEGO-INTERLOCKING BLOCKS, TNKER TOYS, SNAP TOGETHER TRAIN, PEG AND PEG BOARD. HAVE A PICTURE OF WHAT YOU ARE BUILDING, A HOUSE OR TRAIN, ETC. KEEP IT SIMPLE; FOR EXAMPLE, THE HOUSE MAY ONLY BE A FRONT FRAME TO BEGIN WITH OR A SIMPLE THREE BLOCK BRIDGE. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND TELL A SHORT STORY ABOUT WHAT YOU ARE BUILDING. KEEP IT SIMPLE AND SOMETHING THAT THE STUDENT IS FAMILIAR WITH, THEIR HOME OR SCHOOL. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., D.M., P.M., V., F.A.

DOMESTIC MAINTENANCE (D.M.)

BROWN (1976) STATES THAT ALL SEVERELY HANDICAPPED STUDENTS WILL FUNCTION IN SOME TYPE OF DOMESTIC ENVIRONMENT, WHETHER IT WILL BE A NATURAL HOME, COMMUNITY LIVING ARRANGEMENT (C.L.A.), GROUP HOME, OR INSTITUTION. SKILLS ARE NEEDED IN ALL THESE SETTINGS TO FUNCTION INDEPENDENTLY AND PRODUCTIVELY. THEY INCLUDE SKILLS NEEDED TO COOK, CLEAN, SHOP, DO LAUNDRY, ETC.

POINTS TO REMEMBER:

1. ALL SUGGESTED ACTIVITIES PRESUPPOSE APPROPRIATE PRIOR TESTING THAT HAS DETERMINED THE FUNCTIONING LEVEL OF THE INDIVIDUAL STUDENT.
2. BE SURE THE STUDENT IS AS RELAXED AS POSSIBLE, INCLUDE RELAXATION EXERICES PRIOR TO POSITIONING AND BEFORE EACH ACTIVITY.
3. POSITION THE STUDENT AS COMFORTABLE AS POSSIBLE FOR THE ACTIVITY.
4. CORRELATE ACTIVITIES WITH OTHER DOMAINS WHENEVER POSSIBLE.
5. PROVIDE THE STUDENT WITH A VARIETY OF EXPERIENCES USING AGE APPROPRIATE MATERIALS AND ACTIVITIES.
6. ALL SUGGESTED ACTIVITIES IN THIS MANUAL BEGIN BY USING MAXIMUM ASSISTANC (FULL PHYSICAL ASSISTANCE).

YOUR ATTITUDE TOWARD THE STUDENT, IN ANY GIVEN SITUATION, IS THE KEY TO THEIR SUCCESS!

(D.M.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

DO SIMPLE DOMESTIC WORK (DELP)

SUGGESTED MATERIALS

CLOTHING ITEMS, HAND TOWELS - PAPER OR CLOTH, WASH CLOTHS, FEATHER DUSTER - SHORT OR LONG HANDLE, LAUNDRY BASKET, WASTE BASKET, DISH CLOTHS, SPONGE.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES.
TRANSITIONAL ACTIVITIES MAY INCLUDE WIPING UP SPILLED WATER, DROPPING ITEMS (CLOTHING OR PAPER) INTO A BOX OR LAUNDRY BASKET, DOING MOVEMENTS IN THE AIR PREPARATORY TO USING A SELECTED ITEM OR ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES TELLING WHAT YOU ARE DOING AND WHY YOU ARE DOING IT. KEEP TO ITEMS THE STUDENT IS FAMILIAR WITH.
EXTEND TO USE OF OTHER ITEMS AND SELECTED ACTIVITIES THAT THE STUDENT CAN DO COMFORTABLY.
FEATHER DUSTING IS AN EXCELLENT EXAMPLE OF CROSSING THE MID-LINE AND RANGE OF MOTION. THE ACTIVITY SELECTED WILL DEPEND UPON THE INDIVIDUAL STUDENT'S PHYSICAL ABILITIES AND SHOULD HAVE A REASONABLE DEGREE OF ACCOMPLISHMENT. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., P.M., V., F.A., R.L.

(D.M.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

SIMPLE WINDOW CLEANING (DELP)

SUGGESTED MATERIALS

SPRAY WINDOW CLEANER, PAPER TOWELS, CLOTH TOWELS, SMALL (5 X 7) FRAMED GLASS PICTURES, SMALL MIRROR, VINEGAR AND WATER IN A SMALL BOWL.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES.
TRANSITIONAL ACTIVITIES MAY INCLUDE CLEANING A SMALL MIRROR, A SMALL FRAMED GLASS PICTURE, PREFERABLY ONE THAT THE STUDENT IS FAMILIAR WITH HER/HIMSELF, TEACHER, FAMILY). GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES. FOR EXAMPLE, IF THE SELECTED ACTIVITY IS TO CLEAN THE FRAMED GLASS PICTURE, DESCRIBE WHAT IS HAPPENING, WHY THE PICTURE WAS TAKEN, WHERE IT WAS TAKEN -- HOME, SCHOOL, BIRTHDAY PARTY, ETC. GO THROUGH THE MOTIONS OF CLEANING BEFORE ACTUALLY DOING THE TASK. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.
EXTEND TO OTHER ITEMS, SUCH AS A MIRROR, THE GLASS IN THE CLASSROOM DOOR, AS THE STUDENT'S PROGRESS AND ABILITY ALLOW. CORRELATE TO THE OTHER CURRICULAR DOMAINS: P.M., V., F.A., I.C., R.L.

(D.M.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

DO SIMPLE LAUNDRY WORK (DELP)

SUGGESTED MATERIALS

FAMILIAR CLOTHING ITEMS, HOUSEHOLD ITEMS SUCH AS: WASH CLOTHS, HAND TOWEL, DISH TOWELS, DISH CLOTHS, LAUNDRY BASKET, SOX, SHIRT/BLOUSE, SLACKS

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT COMFORTABLY FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES.
TRANSITIONAL ACTIVITIES MAY INCLUDE PUTTING/DROPPING CLOTHING OR OTHER FAMILIAR ITEMS INTO A LAUNDRY BASKET OR BOX. GIVE PHYSICAL ASSISTANCE AS NECESSARY AND VERBAL CUES: WHY WE ARE DOING THIS ACTIVITY, REVIEW MOTIONS IN THE AIR OF HOLD AND RELEASE, INCLUDE CROSSING THE MID-LINE AND RANGE OF MOTION WITHIN THE STUDENT'S PHYSICAL ABILITIES.
EXTEND THE SELECTED ACTIVITY TO SORTING FAMILIAR CLOTHING ITEMS, SUCH AS SOX, SHIRT/BLOUSE, SLACKS, HAND TOWELS, WASH CLOTHS, DISH CLOTHS. COLOR CUE ITEMS AND LAUNDRY BOX/BASKET. FOR EXAMPLE: ALL DARK COLORED FAMILIAR ITEMS WILL BE DROPPED/PUT INTO THE DARK COLORED BOX/BASKET.

ALL LIGHT COLORS WILL BE DROPPED/PUT INTO THE LIGHT COLORED BOX OR BASKET. GIVE PHYSICAL ASSISTANCE, AS NECESSARY, AND VERBAL CUES THAT ARE CONSISTENT WITH SIMILAR SELECTED ACTIVITIES.
CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., F.A., R., P.M., R.L.

(D.M.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

FOLD CLOTHING (DELP)

SUGGESTED MATERIALS

FAMILIAR CLOTHING ITEMS SUCH AS SOX, SHIRT/BLOUSE, SLACKS, HAND TOWELS, WASH CLOTHS, DISH CLOTHS, PAPER OR CLOTH NAPKINS

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT COMFORTABLY FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES.
TRANSITIONAL ACTIVITIES MAY INCLUDE CREASING A PREFOLDED PAPER OR CLOTH NAPKIN, WASH CLOTH OR DISH CLOTH. EXTEND TO HAND TOWELS AND SOX THAT ARE PREFOLDED. AS THE STUDENT PROGRESSES, GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES WHEN FOLDING ITEMS, SUCH AS A PAIR OF SOX, THAT ONLY REQUIRE ONE FOLD. GRADUALLY INCREASE THE ACTIVITY TO INCLUDE ITEMS THAT REQUIRE TWO FOLDS, AS THE STUDENT'S PROGRESS AND PHYSICAL ABILITIES ALLOW. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., F.A., V., P.M., R.L.

VOCATIONAL (V.)

BROWN (1976) STATES THE SEVERELY HANDICAPPED STUDENT HAS THE RIGHT TO AND NEED FOR A COMPREHENSIVE VOCATIONAL TRAINING PROGRAM THAT IS DESIGNED TO MAXIMIZE THE PROBABILITY OF ATTAINING REMUNERATIVE EMPLOYMENT.

POINTS TO REMEMBER:

1. ALL SUGGESTED ACTIVITIES PRE-SUPPOSE APPROPRIATE PRIOR TESTING THAT HAS DETERMINED THE FUNCTIONING LEVEL OF THE INDIVIDUAL STUDENT.
2. BE SURE THE STUDENT IS AS RELAXED AS POSSIBLE. INCLUDE RELAXATION EXERCISES PRIOR TO POSITIONING AND BEFORE EACH ACTIVITY.
3. POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE ACTIVITY.
4. CORRELATE ACTIVITIES WITH OTHER DOMAINS.
5. PROVIDE THE STUDENT WITH A VARIETY OF EXPERIENCES, USING AGE APPROPRIATE MATERIALS AND ACTIVITIES.
6. ALL ACTIVITIES IN THIS MANUAL UTILIZE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES.

YOUR ATTITUDE TOWARD THE STUDENT, IN ANY GIVEN SITUATION, IS THE KEY TO THEIR SUCCESS!

(V.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

IDENTIFY FIRST, LAST, TOP, MIDDLE, BOTTOM (SANTA CLARA INVENTORY)

SUGGESTED MATERIALS

LUNCH BOX, THERMOS, CUP, PLASTIC GLASS, BLOCKS (INTERLOCKING) OTHER STUDENTS, BOOKS, STACKING TOYS.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE IF NECESSARY, AND VERBAL CUES. TRANSITIONAL ACTIVITIES MAY INCLUDE PLACING THE STUDENT FIRST IN A LINE, GREETING THE STUDENT FIRST TO ARRIVE AT SCHOOL. PLACING THE STUDENT BEWEEN TWO OTHER STUDENTS OR OBJECTS SO THAT HE/SHE IS IN THE MIDDLE POSSITION. PLACING THE STUDENT LAST IN A LINE OR RELATING TO THE STUDENT THAT THEY ARE THE LAST TO LEAVE SCHOOL.
EXTEND THE SELECTED ACTIVITY TO PLACING THE STUDENT'S LUNCH BOX IN BETWEEN TWO OTHERS ON TOP OF ANOTHER LUNCH BOX, TABLE, DESK, WHEELCHAIR TRAY OR SHELF. REVERSE THE PROCEDURE FOR BOTTOM. USE OTHER ITEMS SUCH AS BLOCKS, BOOKS, STACKING TOYS. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., D.M., P.M., F.A., R.L.

(V.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

USE A KNIFE FOR CUTTING (BRIGANCE)

SUGGESTED MATERIALS

PLASTIC KNIFE, BANANA, JELLO, COOKIE DOUGH, PIE CRUST DOUGH, PLAY DOUGH, PRE-SOFTENED CLAY, SLICE OF BREAD.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES. TRANSITIONAL ACTIVITIES MAY INCLUDE DOING THE CUTTING/SAWING MOTION IN THE AIR, PRIOR TO ACTUALLY DOING THE SELECTED ACTIVITY. WHEN THE STUDENT HAS BECOME COMFORTABLE AND FAMILIAR WITH THE MOTION, INTRODUCE CUTTING A SELECTED ITEM SUCH AS A BANANA OR JELLO. GRADUALLY EXTEND TO OTHER ITEMS SUCH AS A ROLL OF CLAY, PLAY DOUGH, COOKIE DOUGH OR PIE CRUST. GIVE PHYSICAL ASSISTANCE AS NECESSARY AND VERBAL CUES. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., P.M., D.M., F.A.

(V.) THE AVERAGE 6 TO 7 YEAR OLD CAN:

MATCH DIRECTION ON A DESIGN (SANTA CLARA INVENTORY)

SUGGESTED MATERIALS

SIMPLE ONE PIECE FORM PUZZEL, SIMPLE TWO PIECE FORM PUZZELS THAT ARE COLOR CUED, LUNCH BOX AND THERMOS/JAR OR OTHER FOOD CONTAINER, LARGE DOMINOS.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES. TRANSITIONAL ACTIVITIES MAY INCLUDE A FAMILIAR ACTIVITY SUCH AS PLACING COLOR CUED CLOTHING ITEMS IN A COLOR CUED BOX.
EXTEND TO PLACING FAMILIAR ITEMS INTO THEIR LUNCH BOX. REFINE FURTHER TO PLACING A CIRCLE OR SQUARE COLOR CUED INTO THE APPROPRIATE FORM PUZZEL. AS THE STUDENT PROGRESSES, AND PHYSICAL ABILITY ALLOWS, GRADUALLY INCREASE TO A TWO PIECE FORM PUZZEL. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., P.M., D.M., F.A., R.L.

THE SEVEN TO EIGHT YEAR OLD

SUMMARY OF THE CHARACTERISTICS OF THE SIX TO SEVEN YEAR OLD

HEIGHT: 49 INCHES   WEIGHT: 55 POUNDS

A. MOTOR ABILITIES

GESELL (1976) TELLS US THAT THE MOTOR ABILITIES OF A CHILD OF SEVEN TO EIGHT YEARS SHOW THE FOLLOWING GROWTH GRADIENTS. THE CHILD SHOWS MORE CAUTION IN MANY GROSS MOTOR ACTIVITIES. THE CHILD MAY BE VERY ACTIVE AND AT TIMES INACTIVE. HE OR SHE REPEAT PERFORMANCES WITH PERSISTENCE. THEY ARE BEGINNING TO BAT AND PITCH. MOST LIKE TO GALLOP AND TO DO A SIMPLE RUNNING STEP TO MUSIC. USAGE OF TOOLS IS MORE PERSISTENT BUT IS TENSE IN THEIR MANIPULATION. PENCILS ARE TIGHTLY GRIPPED AND OFTEN HELD CLOSE TO THE POINT. CHILDREN OF THIS AGE CAN NOW USUALLY PRINT SEVERAL SENTENCES. THERE ARE INDIVIDUAL DIFFERENCES IN SIZE OF THE LETTERS, SOME SMALL, SOME LARGE. CAN COPY BASIC SHAPES AND THE DIAMOND.

B. LANGUAGE ABILITIES

AT SEVEN GESELL (1976) STATES THE CHILD SHOWS NEW EVIDENCES OF REASONABLENESS AND CRITICAL CAPACITY. HE OR SHE MAY BE MORE REFLECTIVE AND TAKES TIME TO THINK. THEY BECOME MORE INTERESTED IN CONCLUSIONS AND LOGICAL ENDS. HE OR SHE USES LANGUAGE MORE FREELY AND ADAPTIVELY. THEY WANT TO ESTABLISH RAPPORT AND MAKE RUNNING COMMENTS ON THE MATTER AT HAND.

ACCORDING TO TEMPLIN (1957) THE SEVEN YEAR OLD IS ABLE TO CORRECTLY ARTICULATE BY POSITION OF THE CONSONANTS, INITIAL - 100 PERCENT, MEDIAL 98 PERCENT AND FINAL 100 PERCENT.

PERSONAL MAINTENANCE (P.M.)

BROWN (1976) STATES THAT THE SEVERELY HANDICAPPED STUDENTS SHOULD BE TAUGHT AS MANY SKILLS AS POSSIBLE THAT WILL ENABLE THEM TO BE SELF-SUFFICIENT AND FREE OF CARETAKERS. THESE SKILLS INCLUDE: BATHING, EATING, DRESSING, ETC.

POINTS TO REMEMBER:

1. ALL SUGGESTED ACTIVITIES PRE-SUPPOSE APPROPRIATE PRIOR TESTING THAT HAS DETERMINED THE FUNCTIONING LEVEL OF THE INDIVIDUAL STUDENT.
2. BE SURE THE STUDENT IS AS RELAXED AS POSSIBLE, INCLUDE RELAXATION EXERCISES PRIOR TO POSITIONING AND BEFORE EACH ACTIVITY.
3. POSITION STUDENT AS COMFORTABLE AS POSSIBLE FOR THE ACTIVITY.
4. TALK TO THE STUDENT CONSTANTLY; TELL THEM WHAT YOU ARE DOING AND WHY YOU ARE DOING IT.
5. CORRELATE ACTIVITIES WITH OTHER DOMAINS.
6. PROVIDE THE STUDENT WITH A VARIETY OF EXPERIENCES USING AGE APPROPRIATE MATERIALS AND ACTIVITIES.
7. ALL ACTIVITIES BEGIN USING MAXIMUM ASSISTANCE (FULL PHYSICAL ASSISTANCE) IF INDICATED.

YOUR ATTITUDE TOWARD THE STUDENT, IN ANY GIVEN SITUATION, IS THE KEY TO THEIR SUCCESS!

(P.M.) THE AVERAGE 7 TO 8 YEAR OLD CAN:

THREAD A LARGE NEEDLE (BRIGANCE)

SUGGESTED MATERIALS

LARGE SIZED STRINGING BEADS AND BLOCKS, WAXED HEAVY BEAD STRING WITH PLASTIC STARTER, STACKING POLE AND RINGS, RING TOSS GAME, LARGE SIZED PEGS AND PEG BOARD, PLASTIC SHAPE BALL AND SHAPES, ONE PLACE FORM PUZZLE (CIRCLE) OR TWO PLACE FORM PUZZLE (CIRCLE AND SQUARE)

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. USE VERBAL CUES AND TELL THE STUDENT WHAT YOU ARE DOING AND WHY YOU ARE DOING IT FOR EACH SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY.
TRANSITIONAL ACTIVITIES MAY INCLUDE PLACING A FORM INTO A ONE PIECE FORM PUZZLE. IF A ONE PIECE PUZZLE IS NOT AVAILABLE, USE A TWO PIECE PUZZLE AND TAPE ONE FORM CLOSED. THE SHAPE BALL CAN BE USED IN THE SAME WAY BY TAPING ALL THE FORMS CLOSED EXCEPT THE CIRCLE OR SELECTED SHAPE.
GRADUALLY INTRODUCE THE STRINGING BEADS OR BLOCKS. HOLD THE WAXED HEAVY STRING AND GO THROUGH THE MOTIONS OF STRINGING BEFORE ACTUALLY PUTTING THE BEADS OR BLOCKS ON THE STRING. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND MANY VERBAL CUES. CORRELATE TO THE OTHER CURRICULAR DOMAINS: V., I.C., R.L., D.M., F.A.

(P.M.) THE AVERAGE 7 TO 8 YEAR OLD CAN:

PREPARE A SANDWICH (BRIGANCE)
(SELECTION OF THIS ACTIVITY WILL DEPEND UPON THE DIETARY HABITS OF THE INDIVIDUAL STUDENT, OR IT MAY BE USED AS A TRANSITIONAL ACTIVITY PREPARATORY TO STACKING ITEM.)

SUGGESTED MATERIALS

MASON JAR LID COVER, POKER CHIPS, FLAT STACKING ITEMS, CRACKERS, CHEESE, BREAD (RYE), JELLY OR LUNCHEON MEAT, STACKING OR NESTING BLOCKS.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE ACTIVITY. TELL THE STUDENT WHAT YOU WILL DO AND WHY.
TRANSITIONAL ACTIVITIES MAY INCLUDE STACKING LIDS, POKER CHIPS OR LEARNING TO USE NESTING BLOCKS. GO THROUGH THE MOTIONS OF PLACING ONE ITEM ON TOP OF ANOTHER TO A TOTAL OF THREE. AS THE STUDENT BECOMES FAMILIAR WITH THE MOTIONS, INTRODUCE ITEMS SELECTED TO BE STACKED, PREFERABLY ONLY THOSE THE STUDENT CAN HANDLE COMFORTABLY. GIVE FULL PHYSICAL ASSISTANCE AS NEEDED, AND VERBAL CUES.
AS THE STUDENT PROGRESSES, INTRODUCE A PIECE OF COCKTAIL SIZED RYE BREAD AND A PIECE OF CHEESE. GIVE FULL PHYSICAL ASSISTANCE AND MANY VERBAL CUES. THE SANDWICH MAY BE OPEN-FACED AT FIRST, AND LATER ANOTHER SLICE OF BREAD PLACED ON TOP. IF DIETARY HABITS DO NOT PERMIT THE STUDENT TO EAT A SANDWICH, THEY CAN MAKE IT FOR ANOTHER STUDENT AS PART OF GETTING READY FOR LUNCH. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., D.M., V., R.L., F.A.

(P.M.) THE AVERAGE 7 TO 8 YEAR OLD CAN:

SHINE SHOES (BRIGANCE)
(SKILL ACQUISITION IS THE IMPORTANT FACTOR FOR THIS ACTIVITY.)

SUGGESTED MATERIALS

TOY POTS, PANS, FLATWARE, SMALL WOOD PIECES THAT ARE FINISHED, SMALL HAND MIRROR, SHOES AND CLEAR NON-TOXIC POLISH, CLOTHS FOR CLEANING.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.

TRANSITIONAL ACTIVITIES MAY INCLUDE DOING A RUBBING MOTION, BACK AND FORTH, ON THE STUDENT'S HAND OR ARM. THEN DO THE SAME MOTION AND WIPE/CLEAN THE TABLE/WHEELCHAIR TRAY. IF THE STUDENT IS PLACED OVER A CHEST ROLL OR ON A PRONE WEDGE, HAVE A MOVEABLE TOY IN FRONT OF THEM AND GIVING ASSISTANCE, MOVE THE TRAY BACK AND FORTH IN A SIMILAR MOTION. A SMALL WATER TRAY OR SANDBOX IS ALSO A GOOD ACTIVITY TO ELICIT THE DESIRED MOTION.

AS THE STUDENT BECOMES FAMILIAR WITH THE ACTIVITY AND THE BACK AND FORTH MOTION, GRADUALLY INTRODUCE NEW ITEMS TO BE POLISHED OR SHINED. TOY POTS AND PANS REQUIRE A SHINE MOTION AND ARE EASY TO HANDLE. THEY MAY BE TAPED DOWN AT FIRST AND THEN POLISHED OR SHINED. USE A VARIETY OF CLOTH COLORS AND TEXTURES. A HAND MIRROR MAY BE SHINED IN THE SAME MANNER. SHOES MAY BE SHINED BY USING A CLEAR LIQUID/PASTE POLISH THAT HAS BEEN PREVIOUSLY APPLIED AND LETTING THE STUDENT SHINE WITH A SOFT CLOTH. CORRELATE TO THE OTHER DOMAINS: I.C., V., D.M., F.A., R.L.

(P.M.) THE AVERAGE 7 TO 8 YEAR OLD CAN:

WASH HIS/HER FACE AND HANDS BEFORE MEALS WITH REMINDERS (GESELL)

SUGGESTED MATERIALS

SOAP, WASHCLOTH, WASH-MIT, DRY TOWEL, DRY-TOWEL-MIT, SMALL BASIN WITH WARM WATER.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THIS PRE-LUNCH OR SNACK ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE AND APPROPRIATE VERBAL CUES. WET AND SOAP THE CLOTH OR MIT. PLACE THE WASHCLOTH IN THE STUDENT'S DOMINANT HAND, USING A PALMER GRASP OR PLACE THE WASH-MIT ON THE STUDENT'S HAND AND WASH THE STUDENT'S FOREHEAD TEMPLE AREA, CHEEKS, NOSE, CHIN AND LAST, THE MOUTH AREA. TAKE CARE AND AVOID THE STUDENT'S EYES. RINSE THE WASHCLOTH OR MIT AND REPEAT PROCEDURE UNTIL THE SOAP IS REMOVED. LAST, HEP THE STUDENT PAT-DRY, VERY GENTLY AND SLOWLY, THE FACIAL AREA. HANDS MAY BE DONE IN THE SAME MANNER. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., R.L., V., D.M., F.A.

INTERPERSONAL COMMUNICATION (I.C.)

BROWN (1976) STATES THAT SEVERELY HANDICAPPED STUDENTS NEED TO BE TAUGHT THE SKILLS NECESSARY TO COMMUNICATE TO THE BEST OF THEIR ABILITY WITH NON-HANDICAPPED INDIVIDUALS AND HANDICAPPED INDIVIDUALS. THESE INCLUDE SKILLS NEEDED FOR EXPRESSION OF BASIC WANTS OR NEEDS. THESE INCLUDE SKILLS NEEDED FOR EXPRESSION OF BASIC WANTS OR NEEDS.

POINTS TO REMEMBER:

1. ALL ACTIVITIES PRE-SUPPOSE APPROPRIATE PRIOR TESTING THAT HAS DETERMINED THE FUNCTIONING LEVEL OF THE INDIVIDUAL STUDENT.
2. BE SURE THE STUDENT IS AS RELAXED AS POSSIBLE. INCLUDE RELAXATION EXERCISES PRIOR TO POSITIONING AND BEFORE EACH ACTIVITY.
3. POSITION THE STUDENT AS COMFORTABLE AS POSSIBLE FOR THE ACTIVITY.
4. TALK TO THE STUDENT CONSTANTLY. TELL THEM WHAT YOU ARE DOING AND WHY YOU ARE DOING IT EVEN IF THE STUDENT IS NON-VERBAL.
5. CORRELATE ACTIVITIES WITH OTHER DOMAINS.
6. PROVIDE THE STUDENT WITH A VARIETY OF EXPERIENCES USING AGE APPROPRIATE MATERIALS AND ACTIVITIES.
7. ALL ACTIVITIES IN THIS MANUAL BEGIN BY GIVING FULL PHYSICAL ASSISTANCE.

YOUR ATTITUDE TOWARD THE STUDENT, IN ANY GIVEN SITUATION, IS THE KEY TO THEIR SUCCESS!

(I.C.) THE AVERAGE 7 TO 8 YEAR OLD:

LIKES FAIRY TALES, MYTHS, LEGENDS AND POETRY. (GESELL)

SUGGESTED MATERIALS

HAND PUPPETS, PAPER BAG PUPPETS, MUSICAL TOYS, BUSY BOX, BEND AND STRETCH MADE UP SONGS, SHORT ONE OR TWO LINE POEMS ABOUT THE STUDENT AND/OR THE ACTIVITY THEY ARE DOING, BIG PICTURE BOOKS, LISTENING CENTER AND RECORD OR TAPE.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. OBSERVE THE STUDENT'S RESPONSES (GRIMACES, SMILES, POUTS, ETC.). THIS IS A PLASURABLE ACTIVITY FOR BOTH THE STUDENT AND TEACHER. HOLD THE STUDENT IN YOUR LAP AND SIT IN A ROCKING CHAIR. USE SOFT CUDDLY PUPPETS AND TELL THE STUDENT A STORY. ENCOURAGE THE STUDENT TO REACH FOR OR TOUCH THE PUPPET. ACCEPT SMILE, GRIMACE, ETC., AS A RESPONSE.

INTRODUCE OTHER TOYS, ACTIVITIES AND POSITIONS SUCH AS A PRONE WEDGE OR CHEST ROLL WITH A MUSICAL TOY OR BUSY BOX NEAR THE STUDENT'S DOMINANT SIDE OR PLACE TWO TO THREE STUDENTS ON A MAT, IN A SIDE-LYING POSITION AND LET THE STUDENTS LISTEN TO A STORY ON THE LISTENING CENTER. FOR THIS ACTIVITY, MAKE A TAPE OF YOUR VOICE TELLING A FAMILIAR STORY. OBSERVE HOW EACH OF THE STUDENTS RESPOND. CORRELATE TO THE OTHER CURRICULAR DOMAINS: R.A., P.M., D.M., R.L., V.

(I.C.) THE AVERAGE 7 TO 8 YEAR OLD CAN:

MATCH ENDING SOUNDS (SANTA CLARA INVENTORY)

(FOR THE S.P.I. STUDENT WHO IS ECHOLALIC, NON-VERBAL, MAKES INDISCRIMINATE SOUNDS OR APPEARS TO BE NON-RESPONSIVE, CARE MUST BE TAKEN TO OBSERVE THE STUDENT'S RESPONSES TO VARIOUS NOISE TONES (SOFT, CALM, HARSH, LOUD,) AND HIS/HER ATTENTION TO LOCALIZATION OF SOUND - DOES THE STUDENT ATTEMPT TO LOCATE OR TRACK THE SOUND BY TURNING HIS/HER HEAD, EYES OR BOTH, HAND OR ARM MOVEMENT MAY BE INVOLUNTARY OR RANDOM -- BUT WHEN DOES THIS

OCCUR - SOFT - HARSH, ETC., TONES.)

SUGGESTED MATERIALS

BELLS (WRIST OR SINGLE,) SQUEAKY TOY, DRUM, TAMBOURINE, MUSICAL TOYS, T.V. OR TAPE RECORDER WITH SOUNDS YOU WANT THE STUDENT TO ATTEND TO, LISTENING CENTER, LANGUAGE MASTER AND CARDS WITH PICTURES THE STUDENT IS FAMILIAR WITH.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY.
DETERMINE IF THE SOUNDS THE STUDENT MAKES ARE RANDOM OR PURPOSEFUL OR DOES NOT RESPOND TO SPEECH. USE A BELL AND OBSERVE IF THE STUDENT IS ABLE TO LOCALIZE OR TRACK THE SOUND OR RESPONDS TO HIS/HER NAME. GIVE FULL PHYSICAL ASSISTANCE AND LET THE STUDENT HELP YOU RING THE BELL, AND VICE-VERSA. NAME THE SOUND YOU ARE WORKING ON BELLS, TAMBOURINE, ETC. HAVE A TAPE OF THE SOUND AND WORDS YOU USE AND LET THE STUDENT LISTEN ON THE LISTENING CENTER. THE LANGUAGE MASTER WITH A CARD OF THE WORD AND PICTURE OF THE ITEM CAN PROVIDE ANOTHER EXPERIENCE FOR THE STUDENT. CORRELATE TO THE OTHER CURRICULAR DOMAINS: F.A., R.L., D.M., P.M., V. HAVE THE STUDENT LISTEN FOR THE SCHOOL BELL/BUZZER AND TELL HIM/HER WHAT IT IS FOR, RECESS, LUNCH, DISMISSAL, FIRE ALARM, ETC.

(I.C.) THE AVERAGE 7 TO 8 YEAR OLD:

LIKES THE RADIO AND TELEVISION (GESELL)

SUGGESTED MATERIALS

RADIO, TELEVISION, RECORDS AND RECORD PLAYER, FILMS AND FILMSTRIPS, FLOOR MATS, AIR MATTRESS, BEAN BAG CHAIRS.

ACTIVITIES FOR THE S.P.I.

WATCHING TELEVISION, LISTENING TO A RADIO OR LISTENING CENTER ARE EXCELLENT CIRCLE ACTIVITIES. UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT COMFORTABLY ON A MAT, AIR MATTRESS OR IN A BEAN BAG. TALK TO THE STUDENT AND TELL HIM/HER WHAT YOU ARE DOING, WHAT THEY WILL SEE OR HEAR. MAKE IT INTERESTING AND PLEASURABLE. YOUR VOICE AND BODY LANGUAGE WILL CONVEY CALMNESS AND PLEASURE TO THE STUDENT. CORRELATE TO THE OTHER DOMAINS: F.A., D.M., P.M., R.L., V.

FUNCTIONAL ACADEMICS (F.A.)

BROWN (1976) STATES THIS DOMAIN IS LISTED STRICTLY FOR ORGANIZATIONAL PURPOSES AND RESPONDS TO PARENTAL CONCERNS FOR ACADEMICS. THE SKILLS INCLUDED IN THIS DOMAIN ARE THOSE USUALLY INCLUDED IN THE TRADITIONAL ACADEMIC CURRICULUM FOR THE SEVERELY HANDICAPPED. THEY INCLUDE SUCH ACTIVITIES AS FUNCTIONAL READING, MONEY RECOGNITION, MATCHING BY COLOR, ETC. HOWEVER, ALL THESE ACTIVITIES CAN BE INCLUDED UNDER ONE OR MORE OF THE OTHER NON-MUTUALLY EXCLUSIVE DOMAINS.

POINTS TO REMEMBER:

1. ALL ACTIVITIES PRE-SUPPOSE APPROPRIATE PRIOR TESTING THAT HAS DETERMINED THE FUNCTIONING LEVEL OF THE INDIVIDUAL STUDENT.
2. BE SURE THE STUDENT IS AS RELAXED AS POSSIBLE. INCLUDE RELAXATION EXERCISES PRIOR TO POSITIONING AND BEFORE EACH ACTIVITY.
3. POSITION THE STUDENT AS COMFORTABLE AS POSSIBLE FOR THE ACTIVITY.
4. TALK TO THE STUDENT CONSTANTLY. TELL THEM WHAT YOU ARE DOING AND WHY YOU ARE DOING IT.
5. CORRELATE ACTIVITIES WITH OTHER DOMAINS.
6. PROVIDE THE STUDENT WITH A VARIETY OF EXPERIENCES USING AGE APPROPRIATE MATERIALS AND ACTIVITIES.
7. ALL ACTIVITIES IN THIS MANUAL BEGIN BY GIVING FULL PHYSICAL ASSISTANCE.

YOUR ATTITUDE TOWARD THE STUDENT IN ANY GIVEN SITUATION IS THE KEY TO THEIR SUCCESS.

(F.A.) THE AVERAGE 7 TO 8 YEAR OLD:

HAS A INTEREST IN PUZZLES (GESELL))

SUGGESTED MATERIALS

D.L.M. SMALL AND LARGE FORM PUZZLES, SHAPE PUZZLES, SHAP INSERT BALL, TWO AND THREE PIECE PICTURE PUZZLES, PICTURES OF THE STUDENT GLUED ON BALSA WOOD OR POSTER BOARD AND CUT INTO TWO OR THREE PIECES, EMPTY CAN/JAR, SMALL 1" BLOCKS, NESTING TOYS, STACKING RINGS.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE BEFORE BEGINNING THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES. TRANSITIONAL ACTIVITIES MAY INCLUDE ASSISTING THE STUDENT WHEN PLACING A SHAPE IN A TWO PIECE PUZZLE WITH THE SECOND SHAPE TAPED CLOSED OR PLACING A SIMILAR SHAPE IN THE INSERT BALL WITH THE OTHER INSERT HOLES TAPED CLOSED. OTHER ACTIVITIES CAN INCLUDE PUTTING BLOCKS IN A CAN OR JAR, USING NESTING TOYS OR STACKING ITEMS. GRADUALLY, AS THE STUDENT BECOMES FAMILIAR WITH PLACING OBJECTS IN A CONTAINER OR A SIMILAR TASK, INTRODUCE A TWO PIECE PICTURE PUZZLE. USE A PICTURE OF THE STUDENT THAT HAS BEEN MADE INTO A PUZZLE (TWO PIECE). TALK ABOUT WHAT IS IN THE PICTURE - STUDENT, CHAIR/WHEELCHAIR, TABLE, TREET, ETC. HAVE THE PUZZLE LABELED WITH THE STUDENT'S NAME. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY. MAKE IT A PLEASURABLE TASK. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., R.L., P.M., D.M., V.

(F.A.) THE AVERAGE 7 TO 8 YEAR OLD:

LIKES TO PLAY LIBRARY, TRAIN, HOUSE WITH ELABORATE PARAPHERNALIA (GESELL)

SUGGESTED MATERIALS

DRESS UP CLOTHES (HATS, SCARVES, DRESSES, SUIT COATS, ETC.), FULL LENGTH MIRROR OR SIDE-LYING MIRROR, NON-TOXIC CHILD'S MAKE UP, HAND MIRROR.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE.
TRANSITIONAL ACTIVITIES MAY INCLUDE MODELING A HAT AND HELPING THE STUDENT TO PLACE ONE ON HIS/HER HEAD. SHOW THE STUDENT HOW YOU BOTH LOOK IN A MIRROR. PRETEND YOU ARE GOING TO A STORE, POST-OFFICE OR LIBRARY.
GRADUALLY INTRODUCE OTHER ITEMS OF CLOTHING FOR DRESS-UP TIME. NAME ITEMS AS YOU PUT THEM ON THE STUDENT. USE THE T.V. FOR GOING TO A MOVIE OR A FILM STRIP. LET OTHER STUDENTS TAKE TICKETS. TELL WHAT YOU ARE DOING AND WHY. OBSERVE THE STUDENT'S RESPONSES (CRY, LAUGH, SMILE, BODY MOVEMENTS) TO SEE WHAT THEY LIKE OR DISLIKE. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., D.M., P.M., R.L., V.

(F.A.) THE AVERAGE 7 TO 8 YEAR OLD:

ENJOYS CHILDREN'S MAGAZINES (GESELL)

SUGGESTED MATERIALS

CHIDREN'S MAGAZINES, COLORING BOOKS, BIG PICTURE BOOKS OF PEOPLE, ANIMALS, SCHOOL, ETC.,

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUS AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.
TRANSITIONAL ACTIVITIES MAY INCLUDE SHOWING SINGLE PICTURES OF THE STUDENT AND RELATING A SHORT STORY, A PICTURE OF THE TEACHER AND STUDENT AND RELATING A SHORT STORY.
GRADUALLY INTRODUCE A PICTURE BOOK, PREFERABLY ONE THAT ONLY HAS ONE OR TWO WORDS PER PAGE, OR A SCRAPBOOK OF CLASS MEMBERS AND ACTIVITIES. FOR THIS ACTIVITY, POSITION THE STUDENT ON A MAT, IN A BEAN BAG CHAIR OR HOLD IN YOUR LAP. TELL THE STUDENT WHAT IS

HAPPENING, USE EXAGGERATED EXPRESSIONS WHEN TELLING THE STORY. OBSERVE HOW THE STUDENT REACTS TO THE VARIOUS VOICE INTONATIONS -- MOVES, SEEMS STARTLED, SMILES OR FROWNS. CORRELATE TO THE OTHER DOMAINS: I.C., D.M., P.M., R.L., V.

RECREATIONAL/LEISURE (R.L.)

BROWN (1976) STATES THAT THE SEVERELY HANDICAPPED STUDENTS SHOULD BE TAUGHT TO ENGAGE IN A VARIETY OF DEVELOPMENTALLY SOUND, AGE-APPROPRIATE SKILLS TO OCCUPY THEIR LEISURE TIME. THESE SHOULD INCLUDE BOTH INDIVIDUAL AND GROUP ACTIVITIES.

POINTS TO REMEMBER:

1. ALL ACTIVITIES PRE-SUPPOSE APPROPRIATE PRIOR TESTING THAT HAS DETERMINED THE FUNCTIONING LEVEL OF THE INDIVIDUAL STUDENT.
2. BE SURE THE STUDENT IS AS RELAXED AS POSSIBLE. INCLUDE RELAXATION EXERCISE PRIOR TO POSITIONING AND BEFORE EACH ACTIVITY.
3. POSITION THE STUDENT AS COMFORTABLE AS POSSIBLE FOR THIS ACTIVITY.
4. TALK TO THE STUDENT, TELL THEM WHAT IS GOING TO HAPPEN AND WHY. SOME OF THESE ACTIVITIES WILL BE INDIVIDUAL AND SOME GROUP ORIENTED.
5. PROVIDE THE STUDENT WITH A VARIETY OF EXPERIENCES THAT ARE AGE APPROPRIATE.
6. ALL ACTIVITIES IN THIS MANUAL BEGIN BY GIVING FULL PHYSICAL ASSISTANCE.

YOUR ATTITUDE TOWARD THE STUDENT IN ANY GIVEN SITUATION, IS THE KEY TO THEIR SUCCESS!

(R.L.) THE AVERAGE 7 TO 8 YEAR OLD:

LIKES MUSIC AND SONGS (GESELL)

SUGGESTED MATERIALS

RADIO, MUSICAL TOYS, RECORDS AND RECORD PLAYER, TAPES AND TAPE RECORDER, VARIETY OF MUSICAL INSTRUMENTS, PRONE WEDGE, CHEST ROLL, BEAN BAG CHAIR, AIR MATTRESS, HAMMOCK.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE. GIVE FULL PHYSICAL ASSISTANCE AS NEEDED. PLACE THE STUDENT OVER A CHEST ROLL AND PLACE A MUSICAL TOY NEAR THEIR DOMINANT SIDE. ENCOURAGE THE STUDENT TO REACH FOR THE TOY. PLACE TWO STUDENTS ON A FLOOR MAT WITH A RADIO BETWEEN THEM AND PLAY VARIOUS KINDS OF MUSIC. OBSERVE THEM AS THEY LISTEN AND DETERMINE THEIR REACTIONS TO VARIOUS KINDS OF MUSIC. SING BEND AND STRETCH SONGS AS YOU HOLD THE STUDENT AND MOVE IN TIME TO THE MUSIC. CORRELATE TO THE OTHER DOMAINS: I.C., F.A., D.M., P.M., V.

(R.L.) THE AVERAGE 7 TO 8 YEAR OLD:

KNOWS THE RUDIMENTS OF BALL PLAY, CATCH AND BATTING (GESELL))

SUGGESTED MATERIALS

BALLOONS, LARGE BEACH BALL, TEXTURE BALL, PING-PONG BALLS, NON-TOXIC SOAP BUBBLES, FLOOR MAT

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE. GIVE FULL PHYSICAL ASSITANCE AND VERBAL CUES.
SUSPEND A BALLOON FROM THE CEILING IN FRONT OF THE STUDENT IF HE/SHE IS IN A WHEELCHAIR OR SEVERAL INCHES ABOVE THE STUDENT IF ON A FLOOR MAT. ENCOURAGE THE STUDENT TO HIT/PUSH THE BALLOON, GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.
BLOW SOAP BUBBLES AND ENCOURAGE THE STUDENT TO CATCH THEM.
PLACE THE STUDENT BETWEEN YOUR LEGS AND HELP THEM ROLL/PUSH A BEACH BALL TO ANOTHER STUDENT OR TOWARD A WALL. TALK TO THE STUDENT, TELL THEM WHAT YOU ARE DOING AND WHY.
IF THE STUDENT HAS HAD NO PRIOR EXPERIENCE WITH A BALL, A TRANSITIONAL ACTIVITY MAY BE FEELING A TEXTURE BALL OR GRASPING AND RELEASING A PING-PONG BALL. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., F.A., P.M., V.

(R.L.) THE AVERAGE 7 TO 8 YEAR OLD:

LIKES DOLL PLAY (GESELL)

SUGGESTED MATERIALS

COMMUNITY HELPER DOLLS, BOY AND GIRL DOLLS, RAG DOLLS, OTHER APPROPRIATE STUFFED TOYS

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.
THIS IS A FUN ACTIVITY AS IT INCORPORATES CREATIVE PLAY AND A LEARNING EXPERIENCE. INTRODUCE DOLLS THAT ARE SIMILAR TO THE STUDENT IN HAIR, EYE COLOR AND CLOTHING COLOR. HOLD THE STUDENT IN YOUR LAP AND PLACE THE DOLL IN THE STUDENT'S ARMS. RELATE HOW THE DOLL AND STUDENT ARE ALIKE AND DIFFERENT. MAKE UP A SHORT STORY ABOUT THE STUDENT AND DOLL. LATER, INTRODUCE OTHER DOLLS AND COMMUNITY HELPERS. OBSERVE STUDENT'S REACTIONS, SMILES, GRIMACES, ETC. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., F.A., D.M., P.M., V.

(R.L.) THE AVERAGE 7 TO 8 YEAR OLD:

LIKES TO PLAY WITH MUD, DIGGING, SOME ARE INTERESTED IN GARDEN TOOLS (GESELL)

SUGGESTED MATERIALS

SAND BOX, FLOWER POTS, HOUSE GARDEN TOOLS, DIRT TRAY WITH POTTING SOIL, SMALL SPRINKLING CAN OR PLASTIC SPRINKLE BOTTLE, SPRAY BOTTLE WITH WATER, GREEN BEAN SEEDS (BUSH)

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.
TRANSITIONAL ACTIVITIES MAY INCLUDE PLACING THE STUDENT ON A PRONE WEDGE AND ENCOURAGING THEM TO MOVE THEIR HANDS/ARMS IN A SAND BOX OR PLACE A SMALL SAND BOX ON HIS/HER WHEELCHAIR TRAY AND HELP HIM/HER TO FEEL THE SAND. A DIRT BOX MAY ALSO BE USED AND HAS A SOFTER TEXTURE TO FEEL. ONCE THE STUDENT IS USED TO THE SOIL, WET IT AND HELP THE STUDENT MOVE, TOUCH, PRESS, SQUEEZE THE SOIL. SOFT SPONGES CUT TO FIT IN BETWEEN THE STUDENT'S FINGERS WILL PROVIDE ANOTHER EXPERIENCE OF GETTING USED TO TOUCHING AND FEELING A VARIETY OF MATERIALS. OBSERVE THE STUDENT'S REACTION TO EACH ACTIVITY.
PUT SOME POTTING SOIL IN A POT, PLACE A BEAN SEED ON TOP AND HELP THE SUDENT PUSH IT INTO THE SOIL. USE A SPRINKLE BOTTLE OR CAN, GIVING THE STUDENT FULL PHYSICAL ASSISTANCE, WATER THE SEED. AS THE BEAN(S) BEGIN TO GROW, INTRODUCE THE SMALL HOUSE PLANT RAKE AND RAKE, PRETEND MOTIONS, TRANSFER TO SOIL BOX AND THEN LOOSEN THE SOIL AROUND THE BEAN PLANT. GIVE FULL PHYSICAL ASSISTANCE, IF NEEDED, AND VERBAL CUES, TELLING THE STUDENT WHAT YOU ARE DOING AND WHY.
CORRELATE TO THE OTHER CURRICULAR DOMAINS.: I.C., F.A., V., R.L., D.M., P.M.

DOMESTIC MAINTENANCE (D.M.)

BROWN (1976) STATES THAT ALL SEVERELY HANDICAPPED STUDENTS WILL FUNCTION IN SOME TYPE OF DOMESTIC ENVIRONMENT, WHETHER IT WILL BE A NATURAL HOME, COMMUNITY LIVING ARRANGEMENT (C.L.A.), GROUP HOME, OR INSTITUTION. SKILLS ARE NEEDED IN ALL THESE SETTINGS TO FUNCTION INDEPENDENTLY AND PRODUCTIVELY. THEY INCLUDE SKILLS NEEDED TO COOK, CLEAN, SHOP, DO LAUNDRY, ETC.

POINTS TO REMEMBER:

1. ALL SUGGESTED ACTIVITIES PRESUPPOSE APPROPRIATE PRIOR TESTING THAT HAS DETERMINED THE FUNCTIONING LEVEL OF THE INDIVIDUAL STUDENT.
2. BE SURE THE STUDENT IS AS RELAXED AS POSSIBLE, INCLUDE RELAXATION EXERICES PRIOR TO POSITIONING AND BEFORE EACH ACTIVITY.
3. POSITION THE STUDENT AS COMFORTABLE AS POSSIBLE FOR THE ACTIVITY.
4. CORRELATE ACTIVITIES WITH OTHER DOMAINS WHENEVER POSSIBLE.
5. PROVIDE THE STUDENT WITH A VARIETY OF EXPERIENCES USING AGE APPROPRIATE MATERIALS AND ACTIVITIES.
6. ALL ACTIVITIES IN THIS MANUAL BEGIN BY GIVING FULL PHYSICAL ASSISTANCE.

YOUR ATTITUDE TOWARD THE STUDENT, IN ANY GIVEN SITUATION, IS THE KEY TO THEIR SUCCESS!

(D.M.) THE AVERAGE 7 TO 8 YEAR OLD CAN:

PUT AWAY TOYS, GROCERIES (DELP)

SUGGESTED MATERIALS

SMALL EASILY HANDLED TOYS, EMPTY FOOD CANS, LUNCH BOX

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES.
A TRANSITIONAL ACTIVITY MAY BE HELPING TO PUT A LUNCH BOX AWAY UPON ARRIVAL AT SCHOOL. HAVE THE PLACE AND LUNCH BOX LABELED WITH THE STUDENT'S NAME, OR COLOR CUED OR BOTH. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES TELLING THE STUDENT WHAT YOU ARE DOING AND WHY.
IF THE STUDENT IS IN A WHEELCHAIR OR STROLLER CHAIR, PLACE A SMALL TOY IN HIS/HER LAP OR IN HIS/HER ARMS AFTER AN ACTIVITY AND GIVING FULL PHYSICAL ASSISTANCE AND VERBAL CUES, HELP THEM TO PLACE THE TOY ON A SHELF. EXTEND TO EMPTY FOOD CANS AFTER A PRETEND SHOPPING TRIP. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., F.A., P.M., R.L., V.

(D.M.) THE AVERAGE 7 TO 8 YEAR OLD CAN:

DO SIMPLE HOUSEHOLD CHORES (DELP)

SUGGESTED MATERIALS

DISH CLOTH, SMALL BASIN AND WATER, FEATHER DUSTER, SMALL SPONGE

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE, IF NECESSARY, AND VERBAL CUES. AFTER A LUNCH OR SNACK, HAVE A SMALL BASIN OF WARM WATER, A DISH CLOTH OR SPONGE READY, PLACE IT ON THE TABLE OR TRAY. WET AND WRING OUT THE CLOTH OR SPONGE AND WITH FULL PHYSICAL ASSISTANCE, HELP THE STUDENT WIPE US HIS/HER PLACE. AS THE STUDENT PROGRESSES, EXTEND TO DIPPING THE CLOTH OR SPONGE IN THE WATER AND SQUEEZING OUT THE EXCESS WATER.
INTRODUCE THE FEATHER DUSTER BY TOUCHING THE STUDENT WITH IT AND LETTING HIM/HER FEEL IT. GO THROUGH THE MOTIONS OF DUSTING THE STUDENT'S CHAIR OR WHEELCHAIR. EXTEND TO OTHER AREAS THAT ARE WITHIN THE PHYSICAL RANGE OF THE STUDENT'S ABILITIES. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., F.A., P.M., V.

(D.M.) THE AVERAGE 7 TO 8 YEAR OLD CAN:

DO SIMPLE LAUNDRY WORK (DELP)

SUGGESTED MATERIALS

DISH CLOTHS, WASH CLOTHS, SOCKS OR OTHER ITEMS THAT ONLY REQIRE ONE FOLD, VARY THE TEXTURES AND COLORS.
CLOTHS, LAUNDRY BASKET, SOX, SHIRT/BLOUSE, SLACKS

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND GIVE FULL PHYSICAL ASSISTANCE WHEN POSITIONING THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. USE VERBAL CUES AND TELL THE STUDENT WHAT YOU ARE DOING AND WHY.
TRANSITIONAL ACTIVITIES MAY INCLUDE LETTING THE STUDENT FEEL THE ITEM SELECTED SUCH AS A RED WASH CLOTH OR BLUE SOCK. GIVE FULL ASSISTNCE AND FOLD THE ITEM IN HALF USE TACTILE STIMULATION AND DESCRIBE THE ITEM AND ITS FUNCTION.
GRADUALLY EXTEND TO OTHER ITEMS AS THE STUDENT PROGRESSES AND IT IS WITHIN HIS/HER RANGE OF MOPTION. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., F.A., P.M., V.

VOCATIONAL (V.)

BROWN (1976) STATES THE SEVERELY HANDICAPPED STUDENT HAS THE RIGHT TO AND NEED FOR A COMPREHENSIVE VOCATIONAL TRAINING PROGRAM THAT IS DESIGNED TO MAXIMIZE THE PROBABILITY OF ATTAINING REMUNERATIVE EMPLOYMENT.

POINTS TO REMEMBER:

1. ALL SUGGESTED ACTIVITIES PRE-SUPPOSE APPROPRIATE PRIOR TESTING THAT HAS DETERMINED THE FUNCTIONING LEVEL OF THE INDIVIDUAL STUDENT.
2. BE SURE THE STUDENT IS AS RELAXED AS POSSIBLE, INCLUDE RELAXATION EXERCISES PRIOR TO POSITIONING AND BEFORE EACH ACTIVITY.
3. POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE ACTIVITY.
4. CORRELATE ACTIVITIES WITH OTHER DOMAINS.
5. PROVIDE THE STUDENT WITH A VARIETY OF EXPERIENCES, USING AGE APPROPRIATE MATERIALS AND ACTIVITIES.
6. ALL ACTIVITIES IN THIS MANUAL BEGIN BY GIVING FULL PHYSICAL ASSISTANCE.

YOUR ATTITUDE TOWARD THE STUDENT, IN ANY GIVEN SITUATION, IS THE KEY TO THEIR SUCCESS!

(V.) THE AVERAGE 7 TO 8 YEAR OLD CAN:

DO SIMPLE PACKING OF SMALL ARTICLES (DELP)

SUGGESTED MATERIALS

LUNCH BOX AND EMPTY CONTAINERS, NESTING BLOCKS, PLASTIC SPOONS, LARGE, MEDIUM AND SMALL BROWN BAGS, POKER CHIPS, ONE INCH CUBES

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES, TELLING THE STUDENT WHAT YOU ARE DOING AND WHY.
TRANSITIONAL ACTIVITIES MAY INCLUDE PLACING AN ITEM IN THE STUDENT'S HAND AND USING HAND OVER HAND ASSISTANCE PLACING THE ITEM (CUBE OR CHIP) IN A LARGE PAPER BAG. IF THE STUDENT IS IN A WHEELCHAIR, THE BAG MAY BE TAPED TO THE SIDE OF THE CHAIR THAT IS THE STUDENT'S DOMINANT SIDE. IF THE STUDENT CAN CROSS THE MID-LINE, PLACE THE BAG ON THE OPPOSITE SIDE BUT SO IT IS WITHIN HIS/HER REACH.
WHEN THE STUDENT IS USED TO THE ACTIVITY, DECREASE THE SIZE OF THE BAG AND INTRODUCE OTHER ITEMS. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., D.M., F.A., P.M.

(V.) THE AVERAGE 7 TO 8 YEAR OLD CAN:

DO ROUGH PAINTING (DELP)

SUGGESTED MATERIALS

NON-TOXIC TEMPRA PAINT, LONG HANDLED PAINT BRUSH, PIECES OF SPONGE CUT INTO VARIOUS SHAPES, HEAVY STRING, FINGER PAINTS AND CONSTRUCTION PAPER.

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE FOR THE SELECTED ACTIVITY. GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES, TELLING THE STUDENT WHAT YOU ARE DOING AND WHY.

TRANSITIONAL ACTIVITIES MAY INCLUDE HAVING THE STUDENT MAKE HAND OR FINGER PRINTS. DIP THE STUDENT'S FINGER IN A SMALL DISH OF PAINT AND PRESS LIGHTLY ON CONSTRUCTION PAPER. EXTEND TO DIPPING A SPONGE INTO A SMALL BOWL OF PAINT AND PRESS ON CONSTRUCTION PAPER. OBSERVE THE STUDENT'S REACTION TO THESE ACTIVITIES AND WHEN THEY REACT POSITIVELY, INTRODUCE OTHER PAINTING ACTIVITIES. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., D.M., F.A., R.L.

DOMAINS: I.C., P.M., D.M., F.A., R.L.

(V.) THE AVERAGE 7 TO 8 YEAR OLD:

LIKES TO MAKE MODELS (GESELL)

SUGGESTED MATERIALS

LEGO BLOCKS, SNAP-TOGETHER-TRAIN, TINKER TOYS, LARGE PEGS AND BOARD, PLAY-DOUGH

ACTIVITIES FOR THE S.P.I.

UTILIZE RELAXATION TECHNIQUES AND POSITION THE STUDENT AS COMFORTABLY AS POSSIBLE GIVE FULL PHYSICAL ASSISTANCE AND VERBAL CUES ABOUT WHAT YOU ARE GOING TO DO AND WHY.

A TRANSITIONAL ACTIVITY MAY BE ROLLING PLAY DOUGH AND WHEN GIVEN FULL PHYSICAL ASSISTANCE PUTS TWO OR THREE PIECES TOGETHER TO MAKE A FIGURE, HOUSE, CAR, OR AN ANIMAL. TALK TO THE STUDENT CONSTANTLY, TELL THEM WHAT YOU ARE DOING AND WHY.

GRADUALLY INTRODUCE OTHER KINDS OF MODELS. MAKE ONE YOURSELF AND LET THE STUDENT PUT THE LAST PIECE ON. VARY THE ITEMS, COLORS AND TEXTURES THE STUDENT WORKS WITH. CORRELATE TO THE OTHER CURRICULAR DOMAINS: I.C., P.M., D.M., R.L.

DOMAINS: I.C., P.M., D.M., F.A., R.L.

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LEGO BLOCKS, SNAP-TOGETHER-TRAIN, TINKER TOYS, LARGE PEGS AND BOARD, PLAY-DOUGH

ACTIVITIES FOR THE S.P.I.

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BASIC TECHNIQUES, EQUIPMENT AND TERMINOLOGY

BY

YVONNE ARNOLD

Some

Basic

Techniques

Excerpt from First Day, First year Practicum Report (1981)
by - Yvonne Arnold

General Suggestions

Talk to student throughout procedures using his/her name frequently.

Dress for the job -- wear comfortable clothes and flat heeled shoes.

Cover all vinyl equipment with a sheet or a towel.

Watch for circulation impairment.

Check for pressure points.

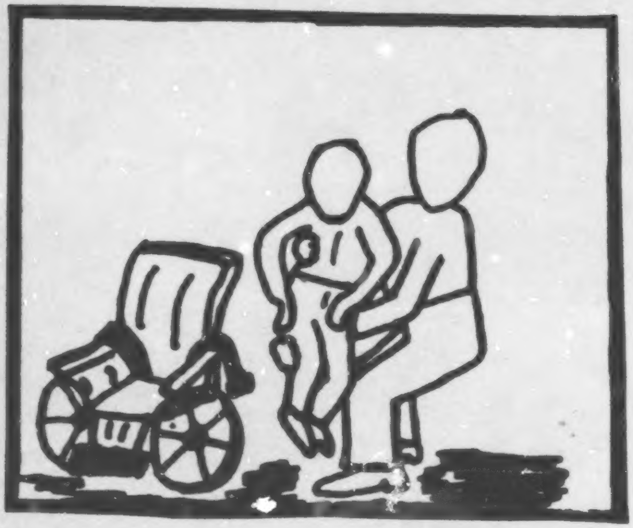
Don't allow neck hyperextension (head too far back) or flexion (head too far forward).

NEVER -- force student's limbs into position!

Prepare area for the student. (mat,
beanbag, bed, air matress, wedge,
bolster)

Be sure pathway is clear.
Position and lock the wheelchair.

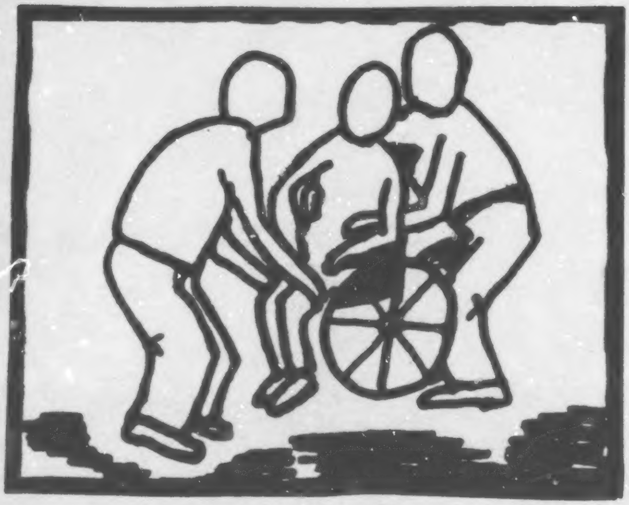
Now you are ready to lift.



ONE MAN LIFT

Unfasten safety belt - never leave child unattended. Maintain some kind of body contact once belt is unfastened. Lift using your stronger arm.

a - your stronger arm under shoulders of student, supporting head and shoulders
b - other arm under mid-thigh
c - hold student close to your body
d - turn, taking small steps
e - move your body with your feet - be careful not to twist and turn
f - place student in pre-determined area



TWO MAN LIFT

Follow area preparation suggestion.

a - direction and timing should be prearranged (e.g. - "one, two, three - lift)
b - person A - place yourself to the back and side of the chair; place your arms under both arms and hold on to student's wrists.
person B - place forearms under student's mid-thigh.

You are now ready to lift.
Count - "one, two, three - lift"

RETURNING STUDENT TO WHEELCHAIR

Position chair, lock brakes, make sure safety belt is in place.

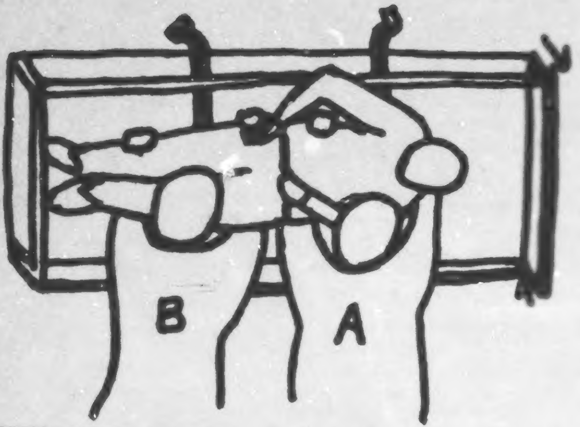
ONE PERSON LIFT

Stand close to child, bend your knees. Use your stronger arm to securely cradle child's head and shoulders; with other arm securely cradle knees. Keep child close to your body. Take small steps turning and walking to chair (turn with your feet - do not twist your body). Standing beside wheelchair, gently place child in chair, fastening safety belt immediately. Position child as close to midline as possible. Tighten safety belt.

TWO PERSON LIFT

Be sure chair is locked.
Direction and timing should be prearranged ("one, two, three - lift").
With larger person or floppy child put in sitting position before lift, if possible.
Lifter A - from behind, slide arms under student's arms and hold wrists.
Lifter B - from the side, place your forearms under student's mid-thigh
Count and lift.
Place in chair and position.
Fasten and tighten safety belt.

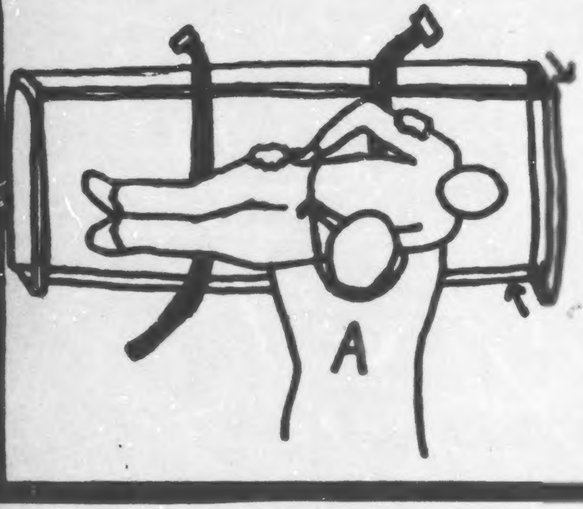
Follow same procedure for lift onto gurney (litter).



TWO MAN LIFT OFF LITTER

Both lifters should be on same side of litter. Lower the nearer side rail. Unfasten safety belts. Maintain body contact and awareness of student at all times.

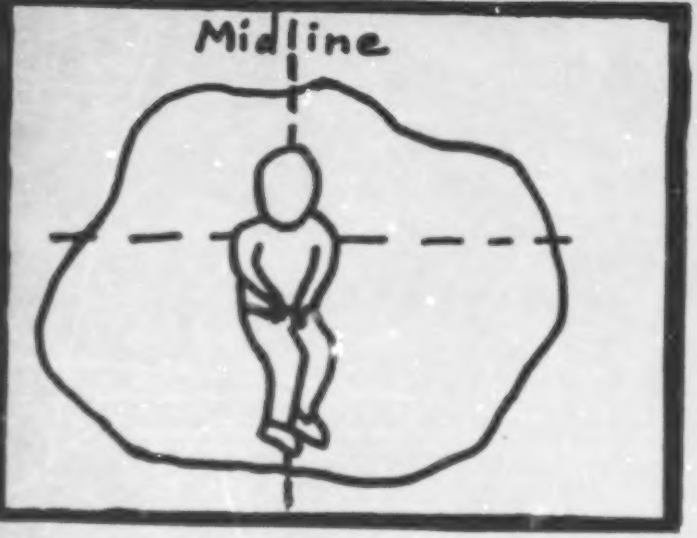
a - lifter A - slide your arm under student's shoulders
b - lifter B - slide your arms under student's waist and mid-thighs
c - count and lift in the pre-determined direction
d - lower student to mat bending your legs not your back



GURNEY

Be sure one side rail is down and wheels are locked.
Lifter A - slide your arm under student's shoulders.
Lifter A - slide your arms under student's waist and mid-thighs
Count and lift.
Place on gurney, raise and lock both side rails.
Fasten and tighten safety belts.

Take care not to let go! If you must - alert the other lifter.

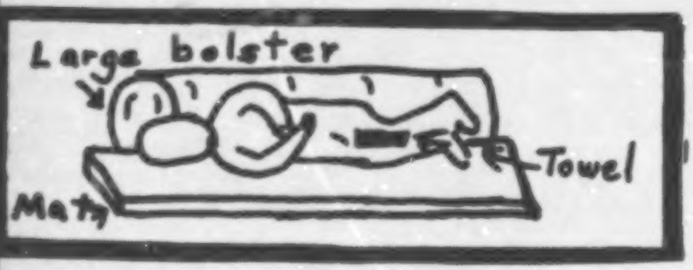


POSITIONING

Basic Sitting Position

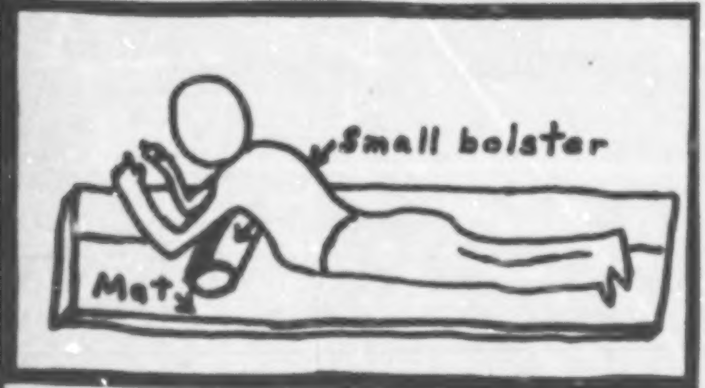
1Bean Bag Chair

- a - place child as close to midline as possible
- b - not more than 30 minutes in one position
- c - placement of towels, bolsters, abductor, etc., at arms, head, legs to approximate midline
- d - feet should be supported
- e - relax child with short downward stroking



Side-lying

Bolsters, towels, etc., for positioning on mat, beanbag or wedge. Knees and ankles should be kept separated slightly (e.g., with towel). Head and back should be supported.



Prone

Mat - soft bolster under chest at level of armpits (bolster size appropriate to size of child)

Small Wedge - forearms forward, weight-bearing on elbows

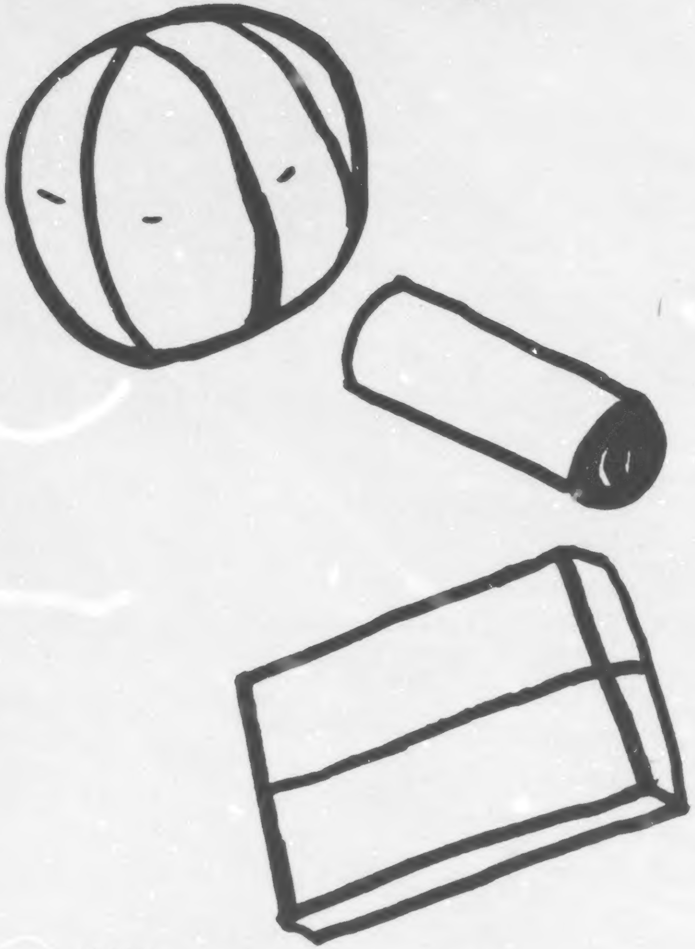
Beanbag - limbs not under child, breathing not obstructed

Supine (on back) - LEAST ADVANTAGEOUS POSITION

Quiz I

1. You should wear _____ and _____.
2. You should cover vinel equipment with ____ or ____.
3. You should (sometimes, always, never) force a student's limbs into position.
4. In a one person lift, you always lift using your left arm as support. (T or F)
5. In a two person lift it is wise to count-- a. 1-2-lift, b. 1+2+3 + lift, d. all are correct, e. only c is correct.
6. When returning a student to a gurney or a wheelchair, the first step is: a. lock the chair/gurney, b. position the chair/gurney, c. be sure safety-belt is in place.
7. Placed in a beanbag chair, the student's head should be: a. to the left, b. right, c. midline
8. The least advantageous position for the S.P.I. student is supine. (T or F)

Equipment



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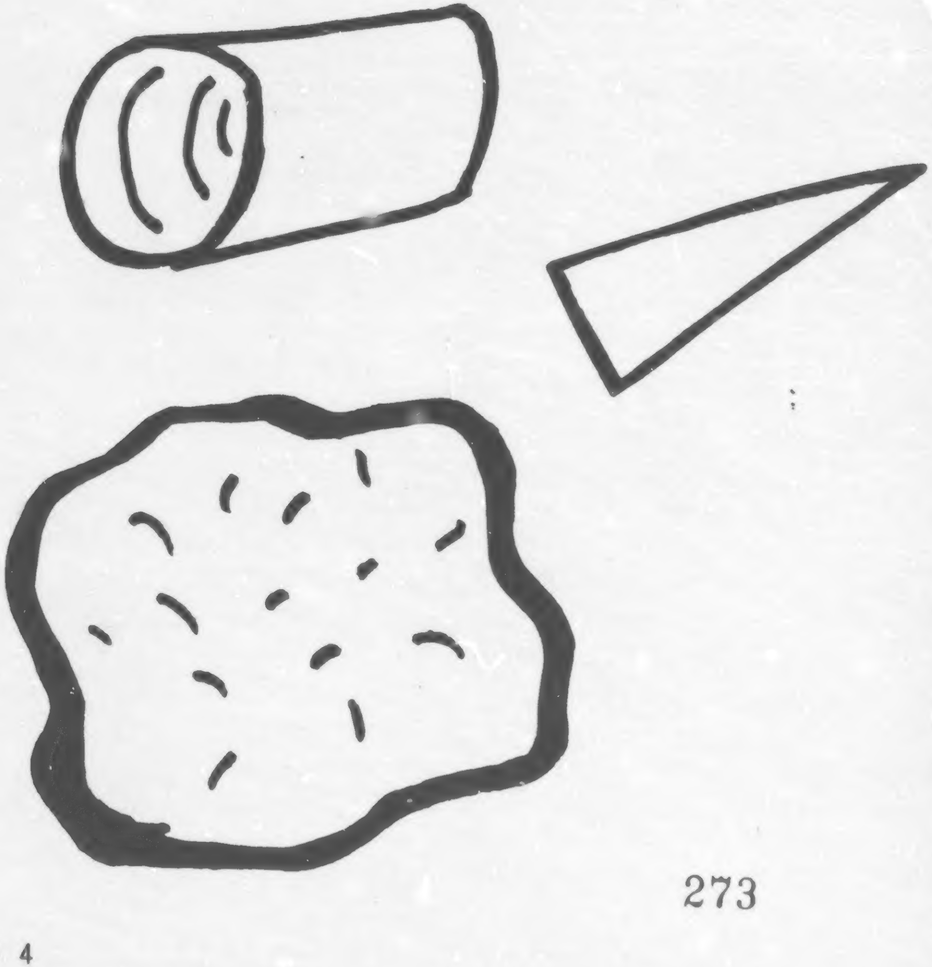

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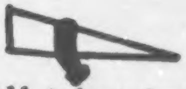
EQUIPMENT

Prone Wedge



This is a small triangular wedge shaped object made from foam or from wood covered with foam. It is approximately 4 to 6 inches high and 10 to 12 inches long depending on the size of the child. Straps stabilize the shoulders and/or hips. The wedge helps a child maintain the prone position for a time period in order to stimulate postural tone. For children with weak arms, the wedge enables them to reach for toys and to manipulate toys in front of them, or play in water, sand, and various media. This stimulates weight on extended arms.

Small Roll

This a 2 foot section of heavy cardboard tubing between 4 and 6 inches in diameter covered with carpeting or terry cloth. It is used especially for children with flex or hypertonus in prone position to enable them to use their hands and to take weight on their arms. The child is placed over the roll so that it lies under his arm pits and is sufficiently forward so as not to restrict breathing.

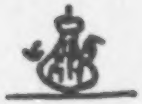
Large Ball

This is a 36 inch diameter inflated beach or therapy ball. This is used for vestibular stimulation to promote head righting reactions in prone and supine positions. After appropriate introduction the child is placed on the ball, moved first forward and back, and then moved in a circular pattern to the left and right. The child is held at hips, knees, or ankles according to need, and the speed and extent of movement is individualized according to the child's reaction to stimulation. Initially, the head should come to mid-line, then some extension might be noted on forward push. This might be followed by pushing up on flexed arms then on extended arms. Finally, the child might reach for a suspended object with one or both hands. In supine position, head flexion might be noted in response to stimulation as well as accommodation of head, trunk, and arms to circular movement.

Foam Mat

This is a 6 by 4 foot length of foam 4 inches thick. It is used to increase body awareness in rolling and belly creeping exercises and to stimulate equilibrium reactions in four point crawling and walking.

Hammock



This is a net hammock both ends of which are suspended from one point so that the resulting loop is approximately one foot off the ground. A square of carpeting or foam rubber is placed in the loop to enable the child to be placed in the hammock more easily Mats are placed under the hammock as a precaution. Its uses are: vestibular stimulation, promotion of increased postural tone, relaxation, and reflex inhibiting postures as well as reach and grasp activities. The child is placed prone across the hammock with his arms and legs extending beyond the netting and is swung in a forward and backward motion or spun. In the supine position, the head is supported by the hammock.

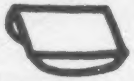
Barrel

This is a heavy cardboard container approximately 12 to 15 inches in diameter covered by carpeting. Used to promote protective extension as well as weight bearing to legs and arms, the child is placed prone and supine over the barrel and encouraged to push off from the floor with hands and feet. When he has some sitting balance, he may straddle the barrel and rock from side to side to promote balance reactions.

Scooter Board/Crawligator

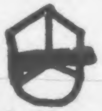
This is a square or rectangular board on casters. It is used to promote postural tone and weight on extended arms with increased mobility. The child is placed prone on the board. A single strap around his middle supports and maintains this position. The child is then pushed or pulled on the floor or encouraged to use his hands to propel himself.

Vestibular Board



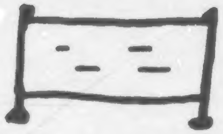
This is a rectangular board on rockers, 60 by 30 inches. It is used to promote equilibrium reactions in lying, four point crawl position, and sitting. The child is placed on the board in the appropriate position, and is either rocke or rocks himself side to side or forward and backward.

Triangle Chair



This is a specially constructed chai described in Nancie R. Finnie's book, Handling the Young Cerebral Palsied Child at Home, with an additional tray attachment. It is used for the child who demonstrates poor hip flexion in sitting, stiffly adducted legs, and who pushes back with his head. The chair supports the hips in the correct sitting posture, abducts the legs, and brings the arms and hands forward into the child's line of vision to promote a more normal reach, grasp, and munipulation of toys.

Mirrors



These are propped up in front of children in a prone position on the floor. This provides visual stimulation to promote head elevation and body awareness in finding and touching body parts.

Water Table/Basin

This is a table that holds water and has a depth of 6 inches. It is used to stimulate body awareness, head righting in prone and supine positions, weight on extended arms, amphibian reaction, and movement in both arms and legs. Squeezing, splashing, and pouring activities are performed either sitting in the table or standing in it.

Sand Table

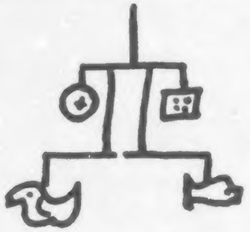
This is the same as a water table but full of sand. It is used to promote body awareness particularly of hands and feet, and to develop appropriate play patterns of patting, scooping, pouring, etc.

Saucer

This is a large metal concave disc which is sold commercially for sledding. It is used for vestibular stimulation and to stimulate balance reactions in lying, kneeling, and sitting. The saucer is spun or tipped in various directions in order to stimulate the appropriate responses.

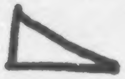
Toys

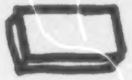
These are a wide variety of infant toys and mobiles which may vary in weight, texture, color, shape, and noise making ability. These should be of a nature to stimulate reach, grasp, and manipulation for all levels of hand and cognitive development. They are also used in auditory and visual tracking exercises.

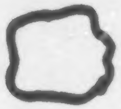


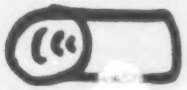
Quiz II

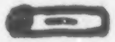
Name and give one use for each.

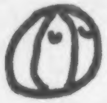
1.  ____________

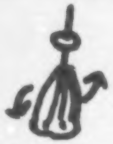
2.  ____________

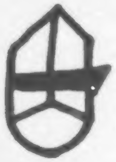
3.  ____________

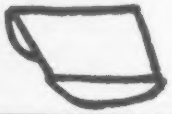
4.  ____________

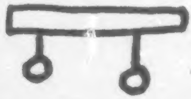
5.  ____________

6.  ____________

7.  ____________

8.  ____________

9.  ____________

10.  ____________

Terms to Know

vestibular

tactile

side-sitting

Olfactory

proprioceptive

reflex inhibiting

swaddling

GLOSSARY

Tactile: Stimulation to the skin surface makes the nervous system more receptive to subsequent stimulation. Discrimination and body awareness are also increased. The child is rubbed over his entire body with a wash cloth, massage mit, soft brush, or other fabric. Body parts are named as they are rubbed in a downward pattern generally starting with the back. Body awareness games and songs may also be included. Special rubbing patterns are prescribed for children with imbalanced muscle tone so as not to increase hypertonicity and for tactilely defensive children so as to diminish withdrawal response. Children are encouraged to wear a minimum amount of clothing during activities so as to maximize tactile input. Hands, feet, and face are generally emphasized.

Vestibular: This stimulation is used primarily to promote postural tone and righting reactions. In addition to the equipment described in the previous section, a number of carrying and swinging positions are suggested where appropriate.

Proprioceptive: This is used in weight bearing and joint approximation techniques; lying, kneeling, and standing to promote body awareness and enable locomotion.

Visual: Stimulation used to motivate children, to promote visual discrimination and eye-hand coordination on all levels.

Auditory: This is used to promote auditory discrimination, location of sound, as well as rhythm and sequencing. Language is used according to the Communication Specialist's recommendations based on the child's level of understanding and verbalization.

Olfactory: Stimulation used to introduce tastes and smell in the feeding program to promote acceptance and/or discrimination.

POSITIONING

Swaddling: This is used to promote relaxation and relating. The child is wrapped in a blanket in total flexion, and is then held in care worker's arms and gently rocked.

Reflex Inhibiting Postures: Examples of these postures are: side-lying for homolateral pattern, curling for total flexion in supine position, and heel-handing for total extension pattern.

Side-sitting: This position is used to stimulate lateral protective reaction, trunk rotation, and adducted legs. (Down's Syndrome Children).

MOVEMENT FACILITATION

These are only some of the more common exercises used to promote coordinated movement and to enable the child to move from one position to another (lying to sitting, sitting to creeping, etc.):

Head Rotation: The child is placed in prone, supine, or sitting position. Auditory or visual stimulation is then presented first at the left side and then at the right side. The child is expected to turn his head independently of his body.

Trunk Rotation: In the supine position, one leg is flexed and inwardly rotated so that the knee touches the floor on the opposite side of the trunk while the arm of the same side is extended and outwardly rotated. In the sitting position, the child is placed facing out between the worker's legs. The worker then holds the child around the chest and turns the child to face first the left side then the right side.

Rolling: This is used to establish segmental rolling -- the child is rolled first with assistance at head and legs, then only at the head, and finally only at the legs. The arm over which the child rolls is extended next to his ear. The head is then slightly flexed and turned over that arm. The opposite leg is flexed and inwardly rotated across the body. Timing is important and assistance is reduced as segmental rolling is developed.

Leg Flexions: In the supine position, the child's legs are flexed to his chest and then extended back to the floor. This exercise is done alternately and reciprocally to develop independent coordinated leg action.

Pull to sit: This is used to improve the child's head control. The child is pulled from a supine lying position by grasping both hands and encouraging him to pull himself to a sit while holding his head in line with his body. He is then lowered to the floor in the same way.

Answers

Quiz I

1. comfortable clothing - low heeled shoes
2. sheets or towels
3. never
4. F - only if you are right handed
5. d - you predetermin best way, (1-2-3-lift is used most)
6. b
7. c
8. F

Quiz II

1. prone wedge - to promote head righting
2. mat - used for most positioning techniques
3. beanbag chair - sitting
4. barrel - promote protective extension
5. small-bolster - weight bearing on arms
6. therapy-ball - to bring head to mid-line, and extension
7. hammock - promote increased postural tone
8. Corner-chair - use with child who has poor hip flexion when sitting - C.P. child
9. vestibalar board - to promote equilibrium reactions
10. crawligator - arm and leg movement, postural tone, increase mobility

TOY LIST FOR THE HEMIPLEGIC CHILD

BY

ISABEL PICK ROBINAULT, O.T.R., M.A.

CHART A

Toys encouraging Passive Co-ordinated Motion of the Affected Arm

1.	Mower Chime	Gong Bell Mfg. Co.
2.	Cowboy Chime Hobby Horse	Fischer Price Toys, Inc.
3.	Carriage	Hedstrom Union Co. & Playtime Products, Inc.
4.	Huffy Convertible Bike	Huffman Mfg. Co.
	Junior Vehicle	Junior Toy Corp.
	Tricycle No. 6514	Garton Toy Co.

CHART B

Toys Encouraging Active Co-ordinated Motion of the Affected Arm

1.	Balloons	Barr Rubber Products Co.
2.	Vinylite Ball	Bilnor Products Corp.
3.	Nested Blocks	Sam'l. Gabriel Sons & Co.
4.	Loom (beater)	Paul Bonhop, Inc.
5.	Build-up Puzzles	Sifo Co.
6.	Traveling Top	Porter Chemical Co.
7.	Junior Ace Basketball Set	N. Y. Toy and Game Mfg. Co.

CHART C

Toys Encouraging Use of Affected Arms as Static Holding Assistant

1.	These Fit Together	Sam'l. Gabriel Sons & Co.
2.	Ring Toss	Transogram Co., Inc.
3.	Transportation Set, 2-pc. puzzle	Sifo Co.
4.	Circus Set, 2-pc. puzzle	Sifo Co.
5.	Pump-a-Ball	Playskool Mfg. Co.
6.	Tot's Tool Box	Paul Bonhop, Inc.
7.	Accordion	Magnus Harmonica Corp.

CHART D

Toys Encouraging Use of Affected Arms as an Active Holding Assistant

1.	Playing Cards (sorting, dealing)	Ed-U-Cards, Inc.
2.	ABC Sewing Cards	Sam'l. Gabriel Sons & Co.

3. Sew-on Cards..........
4. Loom (shuttle)..........Ed-U-Cards, Inc.
5. Bonhop Beads, assorted shapes..........Paul Bonhop, Inc.
6. Jumbo Beads..........Paul Bonhop, Inc.
7. Sewing Box..........Playskool Mfg. Co.
8. Twist-a-way..........Playskool Mfg. Co.
9. Color Tree..........Childhood Interests
10. Sailor Boy Peg Boat..........Childhood Interests
11. Col-O-Rol Blocks..........Holgate Brothers Co.
12. Rocket Launcher..........Playskool Mfg. Co.
13. Train-Apart..........Toy Enterprises of America, Inc.
..........Strombeck, Becker Mfg. Co.

CHART E

Toys Encouraging Reciprocal Bilateral Activity

1. Stick'ems to Push Out..........
2. Two-Inch Plastic Dolls..........Platt & Munk Co., Inc.
3. Landscape Peg Set..........Renwal Mfg. Co., Inc.
4. Q-T-Zoo..........Playskool Mfg. Co.
5. Old Woman of the Lacing Shoe..........Brian Specialties, Inc.
6. Junior Erector..........Holgate Brothers Co.
7. Bill Ding Clowns..........A. C. Gilbert Co.
8. Tinker Toy..........Strombeck-Becker Mfg. Co.
9. Bolt-It..........Toy Tinkers, Inc.
10. Snap Blocks..........Toycraft Corp.
11. Molly Kewls..........International Molded Plastics, Inc.
12. Ring Whizz..........Paul Bonhop, Inc.
13. Train, Tracks & Blocks..........Sam'l. Gabriel Sons & Co.
..........Akaneateles Handicrafters, Inc.

ANNOTATED CURRICULUM GUIDES AND RESOURCES

BY

ELLEN SOMERTON-FAIR

SPECIFIC CURRICULUM GUIDES

NAME OF CURRICULUM

GUIDE TO EARLY DEVELOPMENTAL TRAINING

PUBLISHER AND COST

BOSTON, ALLYN AND BACON, REVISED 1977
COST: APPROXIMATELY $15.00

ACTIVITY/CONTENT CATEGORIES

1. GENERAL INTRODUCTION
2. STRUCTURING THE LEARNING SITUATION
3. MOTOR: PERCEPTUAL - MOTOR
4. COGNITIVE DEVELOPMENT
5. LANGUAGE DEVELOPMENT
6. SELF-CARE SKILLS
7. NUMBER CONCEPTS AND SKILLS
8. BIBLIOGRAPHY
9. GLOSSARY OF TERMS
10. INVENTORY OF TRAINING GOALS
11. TRAINING PRESCRIPTION FORMAT
12. EQUIPMENT LIST

FORMAT

THE FORMAT OF THIS CURRICULUM IS SUCH THAT THERE IS A GENERAL INTRODUCTORY CHAPTER FOLLOWED BY THE CURRICULUM CHAPTERS. EACH CHAPTER DEALING WITH CURRICULUM TECHNIQUES IS PRECEEDED BY A DEVELOPMENTAL CHECKLIST. THE CURRICULUM MATERIAL LISTS A GOAL, ACTIONS OR PROCEDURES, AND IF APPLICABLE, NOTES, POSITION AND OTHER ACTIVITIES. FOLLOWING THE CURRICULUM INFORMATION IS A BIBLIOGRAPHY, GLOSSARY OF TERMS, PRESCRIPTION FORMS, EQUIPMENT LISTS FOR EACH OF THE GOALS AND AN INDEX.

REVIEWER'S COMMENTS

THIS CURRICULUM IS QUITE COMPREHENSIVE. BECAUSE MOST OF THE MATERIAL IN THE GUIDE WAS DEVELOPED BY DIRECT PROVIDERS OF SERVICE IT IS A USEFUL TOOL PARTICULARLY FOR TEACHERS. IT IS WRITTEN IN EASILY UNDERSTANDABLE TERMS AND THE INSTRUCTIONAL TECHNIQUES AND ASSESSMENT STRATEGIES OUTLINED ARE EASILY REPLICATED.

NAME OF CURRICULUM

THE RIGHT-TO-EDUCATION CHILD: A CURRICULUM FOR THE SEVERELY AND PROFOUNDLY MENTALLY RETARDED

PUBLISHER AND COST

CHARLES C. THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD, ILLINOIS
COST: $9.75

ACTIVITY/CONTENT CATEGORIES

1. GENERAL INTRODUCTION AND EXPLANATION
2. BEHAVIOR CHARTING PROCEDURES
3. SENSORY DEVELOPMENT
4. MOTOR DEVELOPMENT
5. SELF-CARE SKILL DEVELOPMENT
6. LANGUAGE DEVELOPMENT
7. SUGGESTED RESOURCE MATERIALS AND EQUIPMENT WITH ADDRESSES

FORMAT

THIS TEXT BEGINS WITH AN INTRODUCTORY CHAPTER WHICH DEFINES THE SEVERELY/PROFOUNDLY HANDICAPPED. CHILD. IT THEN EXPLAINS THE ELEMENTS OF THE REMAINDER OF THE TEXT IN ADDITION TO OUTLINING BEHAVIOR CHARTING TECHNIQUES. EXAMPLES OF VARIOUS RECORD KEEPING SYSTEMS ARE ILLUSTRATED. THE BULK OF THE TEXT CONCERNS ITSELF WITH CURRICULUM STRATEGIES. EACH CHAPTER IS DESIGNED ALIKE: A DEVELOPMENTAL SEQUENCE WITH A SCORING SYSTEM IS LISTED FIRST, THEN EACH ITEM IN THE DEVELOPMENTAL SEQUENCE IS OUTLINED LISTING INSTRUCTIONAL OBJECTIVE PRE-REQUISITE SKILLS, PROCEDURES FOR TEACHING THE ITEM, TASK EVALUATION AND MATERIALS AND EQUIPMENT.

REVIEWER'S COMMENTS

THIS TEXT OFFERS MANY IDEAS TO THE CLASSROOM TEACHER. IT COVERS IN DETAIL, A NUMBER OF CURRICULAR AREAS. THE DEVELOPMENTAL TAXONOMIES CALLED COMPETENCY CHECKLISTS ARE WELL SEQUENCED; SCORING COULD BE IMPROVED. THE ADDITION OF MATERIALS AND EQUIPMENT IN ADDITION TO THEIR SOURCES IS HELPFUL.

NAME OF CURRICULUM

SPECIAL TECHNIQUES FOR TEACHING THE SEVERELY AND PROFOUNDLY RETARDED

RETARDED

PUBLISHER AND COST

ALLEGHENY INTERMEDIATE UNIT #3, SUITE 1300, TWO ALLEGHENY CENTER, PITTSBURGH, PA 15212
COST: $20.00

ACTIVITY/CONTENT CATEGORIES

1. INTRODUCTION
2. SYSTEM'S APPROACH
3. TEACHING TECHNIQUES
    - BODY IMAGE
    - POSITIONING
    - GROSS MOTOR
    - FINE MOTOR
    - VISUAL SKILL DEVELOPMENT
    - AUDITORY TRAINING
    - FEEDING AND DRINKING
    - TOILETING
    - DRESSING AND UNDRESSING
    - WASHING AND GROOMING
    - COMMUNICATION
    - PERSONAL - SOCIAL

FORMAT

THIS CURRICULUM BEGINS WITH TWO INTRODUCTORY CHAPTERS. THESE CHAPTERS CONCERN THEMSELVES WITH THE NEEDS AND CHARACTERISTICS OF THE SEVERELY/PROFOUNDLY HANDICAPPED STUDENT, PROGRAM AREAS AND PROGRAMMING CLASSROOM ARRANGEMENT, SCHEDULING, AND DESCRIPTIONS AND ILLUSTRATIONS OF EQUIPMENT. THE REMAINDER AND THE BIGGEST PORTION OF THE TEXT IS COMPOSED OF A CARD SYSTEM. INCLUDED ON EACH OF THESE CARDS IS THE CURRICULAR AREA, GENERAL OBJECTIVES, TASK, MATERIALS, PROCEDURE, RATIONALE AND ADAPTATIONS. THE CARDS ARE SEQUENTIALLY AND COLOR CODED. ILLUSTRATIONS ARE INCLUDED.

REVIEWER'S COMMENTS

SPECIAL TECHNIQUES FOR TEACHING THE SEVERELY AND PROFOUNDLY RETARDED IS AN EXCEPTIONALLY GOOD COLLECTION OF TEACHING STRTEGIES. IT WAS DEVELOPED BY A GROUP OF TEACHERS OF THE SEVERELY/PROFOUNDLY HANDICAPPED AND OFFERS REALISTIC AND SUCCESSFUL INSTRUCTIONAL TECHNIQUES. IT IS WELL ILLUSTRATED AND EASILY UNDERSTOOD.

NAME OF CURRICULUM

THE TEACHING RESEARCH CURRICULUM FOR MODERATELY AND SEVERELY HANDICAPPED

PUBLISHER AND COST

CHARLES C. THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD, ILLINOIS
COST: $18.50

ACTIVITY/CONTENT CATEGORIES

1. GUIDELINES FOR CURRICULUM USE.
2. SELF-HELP: INTRODUCTION AND BEHAVIORAL OBJECTIVES

   A. DRESSING
   B. EATING
   C. TOILETING
   D. PERSONAL HYGIENE

3. MOTOR DEVELOPMENTAL SKILLS: INTRODUCTION AND BEHAVIORAL OBJECTIVES:

   A. TONE NORMALIZATION ACTIVITIES
   B. GROSS MOTOR SKILLS - BASIC
   C. GROSS MOTOR SKILLS - LOWER EXTREMITIES
   D. GROSS MOTOR SKILLS - UPPER EXTREMITIES
   E. BODY ORIENTATION
   F. FINE MOTOR SKILS - LOWER EXTREMITIES
   G. FINE MOTOR SKILLS - UPPER EXTREMITIES
   H. STRENGTH SKILLS
   I. RECREATION SKILLS

4. RECEPTIVE ORAL LANGUAGE SKILLS: INTRODUCTION AND BEHAVIORAL OBJECTIVES.
5. READING SKILLS: INTRODUCTION AND BEHAVIORAL OBJECTIVES
6. EXPRESSIVE ORAL LANGUAGE SKILLS: INTRODUCTION AND BEHAVIORAL OBJECTIVES

   A. NUMBER CONCEPTS
   B. MONETARY CONCEPTS
   C. CONCEPT OF TELLING TIME
   D. PERSONAL INFORMATION
   E. MUSICAL ACTIVITIES

FORMAT

THIS BOOK BEGINS WITH AN INTRODUCTION TO THE USE AND RATIONALE OF THE CURRICULA PRESENTED. THE INTRODUCTORY CHAPTER EXPLAINS THE FORMAT FOR THE SEVEN CURRICULUM SECTIONS. EACH CURRICULUM SECTION IDENTIFIES A SKILL AREA, PHASES WITHIN THE AREA, AND STEPS WITHIN THE P[illegible]SE. AN EXAMPLE OF A SKILL IS: EATING: A PHASE WOULD BE EATING FINGER FOODS: CHILD EATS I[illegible]EPENDENTLY; A STEP IS ILLUSTRATED BY PLACES CHILD'S HAND IN FOOD AND RELEASE HAND ONE INCH FROM MOUTH.

REVIEWER'S COMMENTS

THIS CURRICULUM IS A PARTICULARLY ENCOMPASSING TASK ANALYSIS OF APPROPRIATE INSTRUCTIONAL AREAS FOR THE SEVERELY HANDICAPPED.

IT IS AN ESPECIALLY USEFUL TOOL FOR THE TEACHER WHO IS IN NEED OF INFORMATION ON HOW TO FURTHER BREAK DOWN A TASK.

BECAUSE MUCH OF THE INFORMATION HAS BEEN FIELD BASED, IT IS QUITE PRACTICAL.

NAME OF CURRICULUM

SELECTED EQUIPMENT FOR PEDIATRIC REHABILITATION

PUBLISHER AND COST

BLYTHEDALE CHILDREN'S HOSPITAL, BRODHURST AVENUE, VALHALLA, NEW YORK 10595
COST: $12.50

ACTIVITY/CONTENT CATEGORIES

1. POSITIONING EQUIPMENT
2. TRANSFER ACTIVITY EQUIPMENT
3. AMBULATION AIDS
4. TOILETING AIDS
5. THERAPY EQUIPMENT
6. BIBLIOGRAPHY

OVERVIEW

THIS BOOK PRESENTS THE ADAPTED EQUIPMENT DESIGNED BY THE THERAPISTS AT BLYTHEDALE CHILDREN'S HOSPITAL. THIS EQUIPMENT WAS DESIGNED TO FACILITATE NORMAL MOTOR PATTERNS AND TONE. THE BOOK IS SET UP IN A PROBLEM-SOLUTION-CONSTRUCTION FORMAT WITH MANY PICTURES AND SKETCHES WHICH MAKES IT EASY TO UNDERSTAND.

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